

**Alaska Department Of Education And Early Development  
Assessment And Accountability Unit**

# Practice Test

**Alternate Assessment - Math  
SCORING PROTOCOL**

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Alaska State Student ID: \_\_\_\_\_

District Student ID (optional): \_\_\_\_\_

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Qualified Assessor Name: \_\_\_\_\_

Date Test Completed: \_\_\_\_\_

**TASK 1.34: NUMERATION - ADMINISTRATION and SCORING**

Directions

**1.34C - Count**

Tell the student, “**Count to 5.**” If they cannot use expressive communication (speech, sign language, or communication device), cut out the first column (only numbers 1 through 5) of flashcards located in the student materials. Place the five flashcards directly in front of the student, in the order of: 2, 4, 3, 1, 5. Say, “**Put these numbers in order as if you were counting to 5.**” Record the student’s response in the scoring box.

This item is scored for correct number sequencing where the student will receive one point for each sequence:

*Example:*         $1^23^45^1$         = 6 points  
                       $1-3^45-2$         = 3 points

1.34C - Count - Scoring				Notes
Item	Answer	Student Response	Points	
1	$1^23^45^1$		/6	

**TASK 1.56: NUMERATION - ADMINISTRATION and SCORING**

Directions

**1.56A - Read and Write Numbers**

Present the student with the number cards located in the student materials one at a time. Choose whether assisted or unassisted is more appropriate for the student. Prompt the student to, **“Name each number as I show you the flashcard.”** Hand the student a pencil. Point to the space next to the number and say, **“Copy each number in the space next to the number.”** Prompt the student after a delay with no response. Record student responses and points in the scoring box.

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.

Points:	Digits correct (correct alignment and correct readable digit)	=2
	Digits partially correct (correct alignment and distorted but readable digit)	=1
	Digits incorrect (incorrect alignment, illegible/incorrect digit)	=0

**POINTING:** If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. Ask the student to, **“Point to the number \_\_\_\_.”** The student may receive full credit for pointing to the correct answer.

1.56A - Read and Write Numbers - Scoring				Notes
Item	Question (Answer)	Student Response	Points	
1	ID number (3)		/1	
2	ID number (10)		/1	
3	Copy number (10)		/2	
4	ID number (23)		/1	
5	Copy number (23)		/2	



**TASK 3.56: FUNCTIONS AND RELATIONSHIPS  
- ADMINISTRATION and SCORING**

Directions

**3.56 - Reproduce Simple Patterns**

Cut out the flashcard strips located in the student materials (alternatively, you may present each item to the student by covering all other items). Present the student with the simple pattern and corresponding flashcards. Say to the student, “**Here is a pattern,**” pointing to the pattern. Then say, “**Finish this pattern,**” indicating the flashcards. The student may either choose to write in the correct answer or simply point to the correct response. Prompt after a delay with no response. Record the student’s responses in the scoring box.

*Scoring:* The student may receive one point for each correct component in the sequence.

**POINTING:** If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated by asking the student to point to the correct answer. Make sure the flashcards are cut so that each item also contains 3 response options and ask the student to, “**Point to the object that comes next in the pattern.**” If the student only picks one answer option, ask again “**Point to the object that comes next,**” so that the student continues the pattern filling in all missing components. The student may receive full credit for pointing to the correct answer option.

3.56 - Reproduce Simple Patterns - Scoring				Notes
Item	Problem	Student Response	Points	
1	○ ☆ ○ ☆ ○ ☆		/2	
2	○ ☆ ☆ ○ ☆ ☆		/2	
3	△ ☆ △ ☆ △ ☆		/2	
4	2 3 2 3 <u>2</u> <u>3</u>		/2	
5	1 4 1 4 <u>1</u> <u>4</u>		/2	
6	0 5 0 5 <u>0</u> <u>5</u>		/2	
7	6 7 8 6 <u>7</u> <u>8</u> <u>6</u>		/3	

**TASK 6.56: GEOMETRY - ADMINISTRATION and SCORING**

Directions

**6.56B - Same or Different (Shapes)**

Cut out the flashcards located in the student materials. Present the student with the single shape. Place the two other shapes on the table and ask the student to identify which shapes are the same and which are different. Present the student with the first strip and ask the student,

- Item 1: **“Which is different?”** Present the student with the second strip and ask,
- Item 2: **“Which is the same?”** Present the student with the third strip and ask,
- Item 3: **“Which is different?”**

Repeat the question if needed. The student may either respond verbally with the name of the different shape, or point to the correct answer. Prompt the student after delay with no response. Record student response in the scoring box.

Points for naming:	Correct shape	=1
	Incorrect shape	=0

6.56B - Same or Different (Shapes) - Scoring				Notes
Item	Question (Answer)	Student Response	Points	
1	<b>Which is different?</b> (triangle)		/1	
2	<b>Which is the same?</b> (triangle)		/1	
3	<b>Which is different?</b> (rectangle)		/1	

**TASK 1.78: NUMERATION - ADMINISTRATION and SCORING**

Directions

**1.78C - Identify Fractions**

Present the student with the appropriate materials. Say, “I am going to ask you some questions about these shapes.”

Item 1: “Point to the shape that is  $\frac{1}{2}$  shaded.”

Item 2: “Point to the shape that is  $\frac{3}{4}$  shaded.”

Prompt the student after a delay with no response. Record student responses in the scoring box.

1.78C - Identify Fractions - Scoring				Notes
Item	Prompt	Student Response	Points	
1	<b>Half</b>		/1	
2	<b>Three fourths</b>		/1	





**TASK 4.78: STATISTICS AND PROBABILITY - ADMINISTRATION**

Directions

**4.78 - Read Simple Graphs**

Cut out the monkey and tiger bars located in the student materials. Present the student with the simple graph located in the student materials and the separate bars for monkey and tiger. Begin with, **“Here is a graph about students’ favorite African animals. I’m going to ask you some questions about this graph.”**

Item 1: **“Which side of the graph represents the number of students?”** (Wait for response)

Item 2: **“Which side of the graph represents animals?”**

Next, point to the two bars from page 11 and ask,

Item 3: **“Which column is the monkey column?”**

Item 4: **“Place the monkey column on the graph in the correct place.”**

Item 5: **“Which column is the tiger column?”**

Item 6: **“Place the tiger column on the graph in the correct place.”**

Say, **“Now that we have made our graph, I’m going to ask you some questions.”** If the student has incorrectly placed the bars, correct the graph and continue with the questions.

Item 7: **“What animal is the favorite African animal?”** (Wait for response) **“How many students like that animal?”**

Item 8: **“Which is the least favorite African animal?”** (Wait for response) **“How many students like that animal?”**

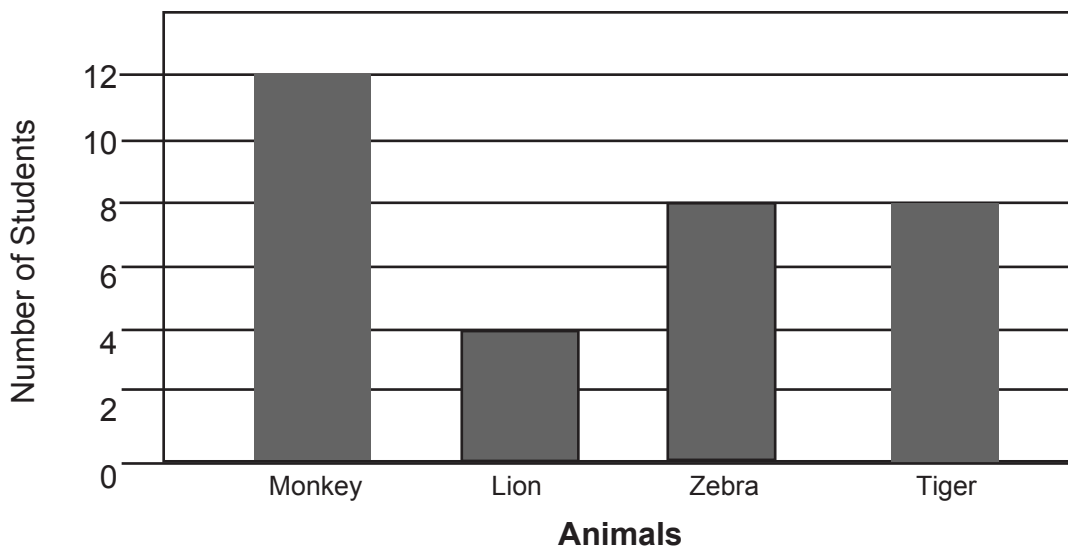
Item 9: **“Students like two animals equally (the same amount). What are those two animals?”**

Item 10: **“How many more students like zebras than lions?”**

Scoring:

Both correct answers	=2
One correct answer	=1
Incorrect response	=0

**Favorite African Animals**



**TASK 4.78: STATISTICS AND PROBABILITY - SCORING**

4.78 - Read Simple Graphs - Scoring				Notes
Item	Question (Answer)	Student Response	Points	
1	ID # of students side		/1	
2	ID animals side		/1	
3	ID monkey column		/1	
4	Placement of monkey column		/1	
5	ID tiger column		/1	
6	Placement of tiger column		/1	
7	What animal is the favorite animal? How many students like it? (monkey; 12)		/2	
8	Which is the least favorite animal? How many students like it? (lion; 4)		/2	
9	Students like two animals equally. What are those two animals? (zebra and tiger)		/2	
10	How many more zebras than lions? (4)		/2	

Notes/Comments:

**TASK 5.78: MEASUREMENT - ADMINISTRATION and SCORING**

Directions

**5.78B - Count Money \***

Locate the coin flashcards in the student materials. Show the student the first card and say, “**Add these coins together.**” Repeat with the second card.

*Scoring:* The student may receive partial credit for identifying the value of or adding a combination of the coins without giving the correct response. The student receives one point for each combination of correctly counted coins.

Example: Penny + Penny

Full Credit Response: 2 cents = 2 points  
 Partial Credit Responses: 1 cent = 1 point  
 Completely incorrect response = 0 points

\*NOTE: PLEASE USE COLOR MATERIALS OR REAL MONEY WHEN POSSIBLE.

5.78B - Count Money - Scoring				Notes
Item	Coins (Answer)	Student Response	Points	
1	penny + penny (2¢)		/2	
2	quarter + quarter (50¢)		/2	

**5.78C - Identify Money \***

Show the student the flashcards with bills located in the student materials. Present the items in the order presented in the scoring box. When presenting the test item, point to the target bill and cover the remaining three with your hand. Ask, “**What is the name of this bill?**” Continue presenting bills in the order shown in the scoring box.

POINTING:

If the student cannot name the money using expressive communication (speech, sign language, or communication device), place the flashcard of the bills face up on the table. Say, “**Point to the bill as I say its name. Point to the one dollar bill.**” Wait for a response. Continue naming bills in the order listed in the scoring box. Prompt after a delay with no response.

Points for naming: Correctly named bill =1  
 Incorrect response =0

\*NOTE: PLEASE USE COLOR MATERIALS OR REAL MONEY WHEN POSSIBLE.

5.78C - Identify Money - Scoring				Notes
Item	Coin/Bill	Student Response	Points	
1	\$1		/1	
2	\$5		/1	
3	\$10		/1	
4	\$20		/1	

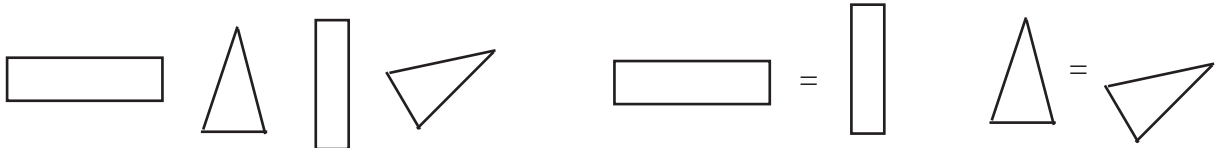
**TASK 6.78: GEOMETRY - ADMINISTRATION and SCORING**

Directions

**6.78B - Match Shapes**

Present the student with the shapes grid located in the student materials. Ask the student to match the like shapes. Say “**Which shape is like this one?**” and point to the first shape. The student may respond verbally or by pointing to the correct shape. Continue prompting in the order listed in the scoring box.

Examples:



Scoring:

Correct Response = 1 point  
 Incorrect Response = 0 points

6.78B - Match Shapes - Scoring				Notes
	Shapes	Student Response	Points	
1	Matching Hexagons		/1	
2	Matching Squares		/1	
3	Matching Ovals		/1	

**TASK 6.78: GEOMETRY - ADMINISTRATION and SCORING**

Directions

**6.78C - Identify Perimeter**

— = 1 line segment

Present the student with the star located in the student materials. Point to the perimeter of the star and say to the student, **“This is the perimeter of this star.”** Point to the line segment at the top of the student materials and say, **“If this equals 1, what is the perimeter of this star?”**



*Scoring:* The student may receive partial credit for correctly counting any number of the sides of the star.

<i>Response</i>	<i>Points</i>
1-3	1
4-6	2
7-8	3
9-10	4

\*Any other number = 0 points

6.78C - Identify Perimeter - Scoring

Notes

Item	Question / Answer	Student Response	Points
1	<b>Perimeter of star</b> Counting of all sides (10)		/4

# NUMERATION - ADMINISTRATION and SCORING

## Directions

### 1.910A - Identify Place Value

First, cut out the flashcards located in the student materials. Present the number cards one at a time. Say,

Item 1: **“Which number is in the hundreds place?”** (402) Continue prompting in the order listed below.

Prompt the student after a delay with no response, record responses in the scoring box.

Item 2: **“Which number is in the hundreds place?”** (315)

Item 3: **“Which number is in the hundreds place?”** (567)

Item 4: **“Which number is in the hundreds place?”** (200)

Item 5: **“Which number is in the hundreds place?”** (780)

#### Scoring:

Correct response =1

Incorrect response =0

POINTING: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. For example, ask the student, **“Point to the number that is in the hundreds place.”** The student may receive full credit for pointing to the correct answer option.

### 1.910A - Identify Place Value - Scoring

### Notes

Item	Number (Answer)	Student Response	Points
1	<b>402</b> (4)		/1
2	<b>315</b> (3)		/1
3	<b>567</b> (5)		/1
4	<b>200</b> (2)		/1
5	<b>780</b> (7)		/1

**TASK 5.910: MEASUREMENT - ADMINISTRATION and SCORING**

Directions

**5.910A - Identify Units of Measurement**

Present the student with the materials located in the student materials. Say while pointing to the calendar, **“Here is a calendar.”** Ask the student:

- Item 1: **“Point to or say what month is on this calendar.”**
- Item 2: **“How many days are on this calendar?”**
- Item 3: **“What day of the week is the 12th?”**

Present the student with the materials located in the student materials. Tell the student,

- Item 4: **“Here is a picture of seven lines. Which line is longer than line C?”**
- Item 5: **“Which line is shorter than line A?”**
- Item 6: **“Which line is the longest line?”**

The student may either verbally respond or point to the correct lines. Repeat the question if needed. Prompt the student after a delay with no response. Record the student response in the scoring box.

Next, present the student with the materials located in the student materials. Point to each of the clocks as you read to the student, **“Here are three clocks, 1, 2, and 3. Clock 1 shows 10:00 p.m. Clock 2 shows 12:00 noon. And clock 3 shows 7:00 a.m.”** Ask the student:

- Item 7: **“Which clock shows the time of day you would eat lunch?”**
- Item 8: **“Which clock shows the time of day you would get up for school in the morning?”**
- Item 9: **“Which clock shows the time of day you would go to bed on a school night?”**

All items are scored for correct or incorrect responses, no partial credit is given.

5.910A - Identify Units of Measurement - Scoring				Notes
	Question (Answer)	Student Response	Points	
1	<b>What month on calendar?</b> (July)		/1	
2	<b>Days on calendar?</b> (31)		/1	
3	<b>Day of week is the 12?</b> (Wednesday)		/1	
4	<b>Line longer than line C?</b> (line G)		/1	
5	<b>Line shorter than line A?</b> (line D)		/1	
6	<b>Which line is longest?</b> (line G)		/1	
7	<b>Time to eat lunch?</b> (2)		/1	
8	<b>Get up for school?</b> (3)		/1	
9	<b>Time to go to bed?</b> (1)		/1	