



National Center and State Collaborative

## **NCSC AA-AAS**

# **Directions for Test Administration Mathematics Grade %Sample Items**

**(page is intentionally blank)**

## Table of Contents

	Page
<i>Purpose</i>	1
<i>Directions</i>	1
<i>Guidelines</i>	1
<i>Selected-response Items</i>	2
<i>Example Mathematics Selected-response Item</i>	2
<i>Sample Items</i>	5

## **Purpose**

The Directions for Test Administration (DTA) provide the Test Administrator (TA) of the NCSC AA-AAS specific instructions for administration of a particular test. Each DTA provides the exact wording of the items to be used by the TA.

## **Directions**

1. **Know and follow all directions for test administration** provided in this *Directions for Test Administration* (DTA).
2. Read the directions, items, and answer option text **exactly as written** using a consistent rate of reading and tone of voice.
3. Alternative Text, describing a graphic or associated with response options, is bracketed and written in italics. Two types of Alternative Text are provided in the DTA:
  - a. Alternative Text for students who are blind or have a visual impairment that requires that graphics be described. This Alternative Text includes descriptive statements for tables, charts, graphs, math flow, and any graphics necessary for appropriate interaction with the items to be described.
  - b. Additional Alternative Text includes standardized descriptive statements for tables, charts, graphs, timelines and math flow that is to be read aloud to ALL students.

## **Guidelines**

1. “Cueing” must be deliberately avoided. Cueing might include **voice, rate of reading, or body language that would suggest a preference or indicate a correct response**. TA must use a consistent voice, rate of reading, and body language during oral presentation. This is difficult to do well and must be practiced as part of standardizing the administration of a standardized test.
2. Alternative text, items, and answer options may be read again if the student requests.
3. The TA may **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”) but not confirm the correctness or incorrectness of the student’s response.

## **Selected-response Items**

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus (which may include a sample, picture, graphic, equation, formula or other illustration)
- Item question
- Answer options are lettered and presented in stacked formation.

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs may enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) used routinely for instruction are available to support the student in communicating responses. With the exception of No Calculator items as noted on item in the DTA, students may be provided with a calculator they typically use during instruction on the mathematics test.

***Mathematics Selected-response Item Example***

The NCSC AA-AAS test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and not every degree of complexity is represented.

The following mathematics item example identifies the components of a selected-response item.

This item is about finding the mean of a set of data. TA reads item direction to the student. i292A

The mean is the average of the numbers in a set of data. TA reads item direction to the student.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week. TA reads item direction to the student.

*Point to and read the data table to the student.* Directions for TA to point to and read the data table.

TA reads the alternative text to the student to describe the chart. [For all students, read "This is a data table titled Number of Algebra Problems. It shows the number of problems Chris completed for each day for homework. Five problems were completed on Monday, four problems were completed on Tuesday, five problems were completed on Wednesday, and six problems were completed on Thursday."]

## Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

To find the mean, add all of the values in the list and divide the sum by the number of values. TA reads the alternative text to the student to describe the equation.

To find the mean number of problems, first add all of the values. TA reads the alternative text to the student to describe the equation.

*Point to and read the equation to the student.* Direction for TA to point to and read the equation.

[For all students, read "Five plus four plus five plus six equals twenty."] TA reads the alternative text to the student to describe the equation.

TA reads item text to the student. TA reads the alternative text to the student to describe the equation.

$5 + 4 + 5 + 6 = 20$  TA reads the alternative text to the student to describe the equation.

Then divided the sum by the number of values. There are 4 values, so divide 20 by 4. TA reads the alternative text to the student to describe the equation.

*Point to and read the equation to the student.* Direction for TA to point to and read the equation.

[For all students, read "Twenty divided by four equals five."] TA reads the alternative text to the student to describe the equation.

$20 \div 4 = 5$  TA reads the alternative text to the student to describe the equation.

The mean number of problems is 5. TA reads the alternative text to the student to describe the equation.

TA reads item text to the student.

This is another data table.

This data table shows the number of magazine articles Jan read 4 days last week.

Point to and read the data table to the student.

TA reads the alternative text to the student to describe the chart.

[For all students, read "This is a data table titled Number of Magazine Articles. It shows the number of articles Jan read for four days last week. Four articles were read on Monday, two articles were read on Tuesday, four articles were read on Wednesday, and six articles were read on Thursday."]

## Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

TA reads item text to the student.

What is the mean number of articles Jan read each day last week?

Point to and read each option to the student.

- A. 4 articles
- B. 6 articles
- C. 16 articles

TA reads answer options to the student.

Direction for TA to point to and read each answer option.

*Calculator may be used on this item.*

### Sample Item 1

This item is about finding the mean of a set of data.

The mean is the average of the numbers in a set of data.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week.

*Point to and read the data table to the student.*

*[For all students, read “This is a data table titled Number of Algebra Problems. It shows four days and the number of homework problems Chris completed each day. Five problems were completed on Monday, four problems were completed on Tuesday, five problems were completed on Wednesday, and six problems were completed on Thursday.”]*

### Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

To find the mean, add all of the values in the list and divide the sum by the number of values.

To find the mean number of problems, first add all of the values.

*Point to and read the equation to the student.*

*[For all students, read “five plus four plus five plus six equals twenty.”]*

$$\mathbf{5 + 4 + 5 + 6 = 20}$$

Then divide the sum by the number of values. There are 4 values, so divide 20 by 4.

*Point to and read the equation to the student.*

*[For all students, read “twenty divided by four equals five.”]*

$$\mathbf{20 \div 4 = 5}$$

The mean number of problems is 5.

This is another data table.

This data table shows the number of magazine articles Jan read each of 4 days last week.

*Point to and read the data table to the student.*

*[For all students, read “This is a data table titled Number of Magazine Articles. It shows four days and the number of magazine articles Jan read each day. Four articles were read on Monday, two articles were read on Tuesday, four articles were read on Wednesday, and six articles were read on Thursday.”]*

## Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

What is the mean number of articles Jan read each day last week?

*Point to and read each option to the student.*

- A. 4 articles
- B. 6 articles
- C. 16 articles



*Calculator not permitted on this item.*

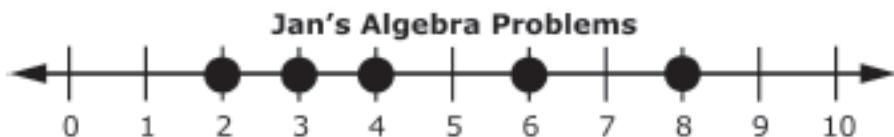
## Sample Item 2

This item is about a number line.

This is a number line.

*Point to and read the number line to the student.*

[For all students, read “This is a number line showing the number of algebra problems Jan did in each of her math classes last week. The number line begins at zero on the left, followed by ten equally spaced marks, ending at ten on the right. The second mark after zero has a dot that is labeled two. The third mark after zero has a dot that is labeled three. The fourth mark after zero has a dot that is labeled four. The sixth mark after zero has a dot that is labeled six and the eighth mark after zero has a dot that is labeled eight.”]



The least value is farthest to the left on the number line.

*Point to the 0 on the number line.*

The greatest value is farthest to the right on the number line.

*Point to the 10 on the number line.*

Jan does algebra problems. The dots on the number line show how many algebra problems Jan did in each of her math classes last week.

*Point to each dot on the number line.*

What is the greatest number of algebra problems Jan did in math class last week?

*Point to and read each option to the student.*

A. 2

B. 8