

North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed using alternate achievement standards

GRADE 11 ACTIVITIES

This document provides the NDAA 1 activities for grade 11 only. Included are the subjects of math and reading/language arts.

The NDAA 1 is a web-based alternate assessment. The assessment submission protocol can be found at: www.datadrivenenterprises.com/ndaa or on the NDAA web-page under “NDAA Web Assessment Log-In Directions”.

- You (the teacher) DO NOT need to access the web version to begin the assessment – You only need to access the web to submit the final assessment information.
- To log onto the web-based assessment you must have a login name and password.
- The login name and password will be issued to you (the teacher) by your local Special Education Director.

You (the teacher) are required to complete the following steps for each student being assessed:

- First, choose ^{*}one activity per standard (from this document).
- Second, collect data on four separate trials using only the Data Chart for NDAA 1.
- Next, collect information on the secondary indicators of student performance using the same Data Chart for the NDAA 1.
- Once all of the data has been completed, review all Data Charts for the NDAA 1 with the student’s parent to assist with completing the Parent Validation Survey.
- After completing the Parent Validation Survey, enter the final data onto the online NDAA 1 via the website and directions provided (see [“NDAA Web Assessment Log-In Directions”](#)).

^{*}There are two “Prescribed Anchor Items” which are required: one in reading and one in math. All other items must be chosen from the list of activities under the standard.

Reading – Grade 11

Reading Standard 2 Activities: Students engage in the reading process.

2.14 Use decoding/encoding, connotation, and denotation.

This Prescribed Anchor Item must be used for standard 2

Activity: Given five kitchen (or from another environment) pictures and a situation, TSW indicate whether the situation is “safe” or “unsafe”.

Materials: Pictures and situation questions.

Teacher behavior:

Print the pictures. Mount each picture on construction paper (make sure you remove the answer). Show the student the picture and read the caption. Then ask, “Is this a safe or unsafe situation?”

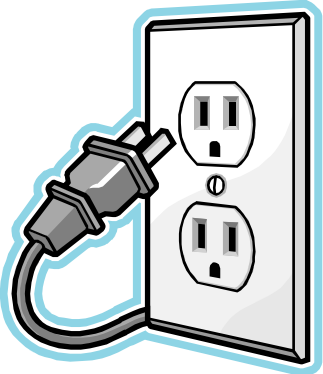
Student response: Student may respond in whatever means necessary to answer the question. For example: point, verbal response, eye gaze, yes/no, gesture, etc. Note: Student only needs to indicate “safe or unsafe” not the reasons why it is “safe” or “unsafe”.

Record Data: Use the “Data Chart for NDAA 1” to record the student responses for each set. You will present each one of the five questions and its answer set during each trial, and therefore you will have five student data responses to record. Present the pictures and situations as described in “Teacher behavior”.



Question #1: Cutting vegetables with a knife: Is this a safe or unsafe situation?

Answer: SAFE. As long as you are careful.



Question # 2: Pulling a plug out of an electric socket by the cord. Is this a safe or unsafe situation?

Answer: UNSAFE. Always pull from the plug not the cord.

Question # 3: A pot is boiling over on the stove. Is this a safe or unsafe situation?



Answer: UNSAFE. It can cause a fire.



Question # 4: Filling a pot too full. Is this a safe or unsafe situation?

Answer: UNSAFE. It can cause burns or a fire.



Question # 5: Using a knife to try to get toast out of the toaster when it gets stuck.
Is this a safe or unsafe situation?

Answer: UNSAFE. You should never stick anything in an electrical appliance.

Reading Standard 3 Activities: Students engage in the writing process.

Choose one activity for standard 3

3.2 Defend a personal opinion using facts to support

1. TSW choose five pictures to create a collage of “Five Things Better Than ____” (e.g., war, hate, bullying).
2. Given five sets of examples of appropriate and inappropriate actions, TSW choose the appropriate action (i.e. hug = shake hands; hit – walk away).
3. Given five sets of situations, TSW indicate which is the socially acceptable behavior in personal situations (i.e. sanitary products kept in purse – flashed in hallway; family business – school news; secret – tell everyone).

3.7 Use a variety of supporting ideas.

1. TSW identify five people who have supported him/her today.
2. Given five sets of two statements/details about a topic, TSW indicate whether the statement is relevant to the topic or not (yes/no).
3. Given a motivating topic TSW relate five supporting ideas (ex. Cars – models, what parent drives, engine, paint color, year).
4. Given five sets of parts/whole of an item, TSW match each set (ex. Trunk – tree, legs – table, bridge – car, basement – house) to the appropriate item.

3.11 Edit and revise compositions with attention to content.

1. Given five sets of two sentences and a topic, TSW identify which of the two is related to the topic in each case.
2. Given five sets of 3 objects each, TSW select the one that does not belong (ex. shoe, boot, ball; apple, banana, coat)
3. TSW add more item to a given category (ex. sandal, boot _____; apple, banana _____), from a choice of two.

3.13 Use knowledge of sentence structure and sentence construction to edit and revise.

1. Given five simple sentences with the noun missing (and two examples of possible nouns), TSW indicate which is correct to finish the sentence.
2. Given five sets of pictures of actions and non-action situations, TSW choose the picture which matches the “action verb” requested.
3. Given five sets of pictures of persons, places, or things, TSW choose the picture that matches the specific “noun” requested.

3.14 Use sentence reduction techniques to revise and edit compositions.

1. Given five short phrases with words missing, TSW complete the phrase with a personal choice (e.g., I like____; I like to go to ____).
2. Given five incomplete sentences, and word cards, TSW choose the correct word card to form a complete sentence (e.g. The _____ fell on the floor. Cup/Sky).

Reading Standard 6 Activities: Student understands and uses principals of language.

Choose one activity for standard 6

6.1 Use conventions of grammar related to sentence structure i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, clausal and phrasal patterns.

1. Given five sets of two verbal statements (one clear and one run-on) TSW indicate which is easiest to understand.
2. Given five incomplete sentences and two possible words/phrases, TSW choose the one which completes the sentence best (can be orally presented) e.g. Eddie goes _____. fishing with his dad or is at the top

Mathematics – Grade 11

Math Standard 1 Activities: Students understand and use basic and advanced concepts of number and number systems.

- 1.7 Apply basic properties of exponents to simplify algebraic expressions, i.e., power of a product, products and quotients of powers, zero and negative exponents.

This Prescribed Anchor Item must be used for standard 1

Activity: Given five problems with the price of an item and a predetermined amount of money, TSW indicate whether he/she has enough money to buy the product.

Materials: Real money, real products, prices, and questions.

Teacher behavior:

Print off the prices provided and paste each on ¼ sheet of construction paper. Follow the chart below. Provide the student with the money amount indicated, the product, the price tag (below), and ask the question provided (change the order of the questions in each trial).

Note: The product can be an empty container, case, or can.

Student response: Student may respond in whatever means necessary to answer the question. For example: point, verbal response, eye gaze, yes/no, gesture, etc.

Record Data: Use the “Data Chart for NDAA 1” to record the student responses for each set. You will present each one of the five questions and its answer set during each trial, and therefore you will have five student data responses to record. Present the money amount, product, price tag and questions as described in “Teacher behavior”.

Questions:

	<u>Money Amount</u>	<u>Product</u>	<u>Price</u>	<u>Question</u>
1.	2 dollar bills	hand lotion	\$1.59	Do you have enough money to buy this?
2.	2 quarters, 1 dollar bill	dish soap	\$1.89	Do you have enough money to buy this?
3.	1 dollar bill	bottle or can of soda, juice, or water	\$.75	Do you have enough money to buy this?
4.	2 dollar bills, 4 quarters	Laundry Soap	\$ 3.49	Do you have enough money to buy this?
5.	5 dollar bills, 4 quarters	Music CD	\$8.99	Do you have enough money to buy this?

\$ 1.59

\$ 1.89

75¢

\$ 3.49

\$ 8.99

Math Standard 2 Activities: Students understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

Choose one activity for standard 2

2.2 Determine congruence and similarity among geometric objects.

1. Given five problems involving figures, TSW name two things that makes a figure similar, (same shape, not same size).
2. Given the term/ concept “similar”, TSW identify five similar shapes from a group of mixed shapes.
3. Given five sets of three items (small, medium, and large), TSW place the items in order from largest to smallest.
4. Given five pairs of items of different sizes, TSW identify which is the largest/smallest, in each case.

2.3 Use trigonometric relationships and the Pythagorean Theorem to determine side lengths and angle measures in right triangles.

1. TSW multiply five numbers by themselves, using a calculator.
2. Given five, two-digit number problems, TSW add each using a calculator.
3. Given five problems with two choices each, TSW identify which is a right triangle, in each case.
4. Given five problems with three choices of different shapes each, TSW indicate which one is a triangle.

2.6 Use distance, midpoint, and slope to determine relationships between two points, lines, and plane figures in the Cartesian coordinate system, e.g., determine whether a triangle is scalene, isosceles, or equilateral given the coordinates of its vertices.

1. Given five problems using different lengths of line and an object, TSW place the object at midpoint.
2. Given five sets of two pictures of shapes, TSW indicate which one is a triangle.

2.7 Identify and perform transformations of objects in the plane using sketches (translations, reflections, rotations, and dilations) and coordinates (translations, reflections, and dilations).

1. Given five questions using an object and a mirror, TSW identify which is the reflection, in each case.

2.8 Describe the effects of combining basic transformations in a plane, e.g., two reflections over parallel lines results in a translation.

1. Given five geometric shapes, TSW point to the correct shape asked for, in each case.

2.9 Construct plane figures using traditional and /or technological tools, i.e., congruent segments, congruent angles, angle and segment bisectors, perpendicular and parallel lines.

1. Given five examples of parallel lines and a triangle, TSW identify which are the parallel lines, in each case.
2. Given five sets of two parts of a triangle drawn out on paper, TSW indicate where the third line should go.

2.10 Recognize Images of the same object shown from different perspectives, i.e., a two-dimensional image of a three-dimensional object.

1. Given five pictures of objects, TSW indicate those that look the most like the real object (i.e., three dimensional).

Math Standard 3 Activities: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

Choose one activity for standard 3

3.2 Interpret a given visual representation (i.e. circle graphs, bar graphs, histograms, stem-and-leaf plots, box- and- whisker plots, and scatter (plots) of a set of data.

1. TSW count five objects requested on a pictograph.
2. TSW point to five different numbers requested on a graph.

3.3 Identify the variable, sample, and population in a well-designed study, e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed, the population is the set of all voters.

1. When presented with the results of a poll survey, TSW correctly answer five questions about the results.
2. TSW use his/her communication devise to ask five peers their choice between two items, and record the results.

3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques, e.g., fundamental counting principle, factorials, combinations, permutations.

1. When given five questions using photographs of a safe and an unsafe situations (e.g., frayed electrical cord vs. new cord), TSW indicate which one is safe, in each case.

3.5 Calculate experimental and theoretical probabilities with and without replacement.

1. After choosing a number from one to six, TSW record experimental probability by rolling the die five times and recording how many times the number he/she originally chose occurred.
2. TSW count objects presented to him/her, up to five.

3.6 Calculate probabilities of compound events using addition and multiplication rules.

1. Given five student names and a hat, TSW record out of five draws, how often his/her name was drawn.
2. Given five questions about his/her picture schedule, TSW accurately answer each question.

3.7 Calculate measures of central tendency and spread, i.e., mean, median, mode, range, and quartiles.

1. Given five different number lines with various numbers placed on them, TSW determine which number is the median (middle), in each case.
2. Given five rolls of dice, TSW determine which number occurred most often (mode).

3.8 Discuss relationships among measures of central tendency and spread, i.e., mean, mode, range, and quartiles.

1. Given five questions using a number line with various numbers placed on it, TSW tell which number is the median (middle), in each case.
2. Given five sets of five numbers less than ten, TSW determine which number occurred most often (mode), per set.

3.10 Identify the trend of a set of data and estimate the strength of the correlation between two variables, e.g., strong vs. weak, positive vs. negative.

1. Given five sets of two picture cards, TSW indicate which ones are the same and which are different, in each set.

Math Standard 4 Activities: Students use concepts and tools of measurement to describe and quantify the world.

Choose one activity for standard 4

4.1 Select appropriate units and scales for problem situations involving measurement.

1. Given five different activities, TSW determine whether each typically occurs at night or during the day.

4.2 Describe the effects of scalar change on the area and volume of a figure, e.g., the effect of doubling one or more edges of a solid surface area and volume.

1. Given a set of three nesting bowls, TSW answer five questions about the concepts of largest, middle, and smallest.

4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations.

1. Given a calendar and five questions, TSW count how many days are left in the month based on each question.
2. Given a calendar and five questions, TSW determine how many days are left in a seven day week.

4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations.

1. Given a jar with varying amounts of items placed in it and five questions, TSW indicate whether "more" items are need to be added or whether some need to be removed (less), per trial/question.

4.7 Use unit analysis to track units during computations.

1. Given five addition problems with three numbers to add each, TSW put the numbers into the calculator in the correct order to solve the problems.
2. Give five questions using a number line, TSW point to the number requested.
3. Given five questions using three numbers, TSW put the numbers in the correct sequential order, for each problem.

4.8 Given a formula list, compute the area of a regular polygon.

1. TSW identify five geometric shapes (e.g., circle, square, triangle, rectangle, hexagon) correctly.
2. When given a five square block pattern, TSW correctly place the blocks on the pattern.
3. Given five sets of picture cards of shapes and three dimensional shapes, TSW match the appropriate picture to the shape.

4.10 Apply indirect measurement techniques to solve problems involving irregular shapes or inaccessible objects, e.g., calculate the distance across a lake, triangulate and irregular region to find its approximate area.

1. Given five objects and five containers, TSW choose the appropriate container to fit the object (small, medium, large).

Math Standard 5 Activities: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

Choose one activity for standard 5

5.1 Given the explicit and/or the recursive definition of a sequence, generate a specific term (explicit formula only) or a specified number of terms.

1. Given five problems with a numeric pattern, TSW find the missing number from three choices.
2. TSW place five numbers in order (e.g., 1, 2, 3, 4, 5).
3. TSW sort items into five groups based on like attributes.

5.2 Express relations and functions using a variety of representations, i.e., numeric, symbolic, and verbal.

1. Given a number line, TSW point to five different numbers requested.

5.4 Perform the operations of addition, subtraction, multiplication, and division on algebraic functions, e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$.

1. Given a restaurant menu, TSW determine the total cost of an order with five items ordered.
2. Given five questions, TSW determine the total number of objects, if they get one more.

5.6 Draw graphs of linear and quadratic functions using paper and pencil, labeling features, e.g., graph a line and label its x-intercept and y-intercept, graph a parabola and label its vertex and one point on each side of the vertex.

1. Given five sets of lines, TSW indicate whether the lines intercept or not.

5.7 Develop algebraic expressions, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems).

1. Given five groups of numbers, TSW pair like numbers together.

5.8 Manipulate algebraic expressions and equations using properties of real numbers, e.g., simplify, factor.

1. Given five problems using a beginning money amount, a calculator, and the price of an item, TSW calculate how much money will be left after each purchase.
2. Given five problems using a pile of mixed coins, TSW sort the coins into four piles of like coins (e.g., pennies, nickels, dimes, quarters).
3. Given five problems, TSW add two single digit numbers with a calculator.

5.12 Graphically represent the solution or solutions to an equation, inequality, or system.

1. Given a number line, TSW point to five requested numbers on the line.

5.14 Draw conclusions about a situation being modeled.

1. Given five questions using a choice of two models and a number sentence, TSW choose a model that represents the sentence.

SCIENCE IS CURRENTLY UNDER REVISION