

North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed
using alternate achievement standards

GRADE 6 ACTIVITIES

This document provides the NDAA 1 activities for grade 6 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.

GRADE 6 - NDAA 1 ACTIVITIES

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

2.8 Use a variety of text comprehension strategies to improve and monitor understanding i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, and analyzing.

This Prescribed Anchor Item must be used for standard 2

Activity: TSW correctly answer five “yes/no” questions related to the story.

Materials: Story and questions.

Teacher behavior:

Read the story to the student. Ask the following five questions in random order per trial. These are your answer choices. Ask only one answer choice per question per trial. Rotate your questions so they are not the same each day for example: Monday, ask first choice; Tuesday, ask second choice; Wednesday, ask first choice, etc.

Note: You may read the story more than once as long as you read the entire story each time.

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

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

Story:

John and Bess lived along the Mississippi River with their parents. Their dad was a crawfish fisherman. John loved to go to work with his dad during the summer, because there was nothing he liked better than fishing. Bess did not like to fish but she liked to ride in the boat.

Each July, the folks who live along the river, would have a picnic of crawfish, hushpuppies, and many other dishes to share. It was still dark on Tuesday when John and his dad got up to go out fishing. They needed to catch as many fish as they could because the picnic was only one day away.

The sky was grey and there was a slight breeze as they set out to go fishing. John figured it would be a nice day once the sun was full in the sky. Bess had decided to stay home and bake a cake to take to the picnic. That way she could have lunch ready when Mom came home on her lunch break.

Around noon the wind blew harder and was causing water to wash over the side of the boat. John was getting a little afraid because too much water could cause some real problems. He was relieved when his dad said that they should turn the boat around and head back.

As they turned the boat around, John heard a loud rumbling sound and he felt the boat jerk back and forth. He looked up and saw black smoke coming from the engine and suddenly the engine made a horrible choking noise and stopped! "Oh, no" he muttered. Without the engine running they could not get back to land unless they could find a way to get some help.

Questions and Answer Choices:

1. Who went fishing with Dad?

Answer choices: (Alternate answer choices each trial)

"Did Bess go fishing with Dad? Yes or No?"
"Did John go fishing with Dad? Yes or No?"

2. What did John's dad do for a living? (Alternate answer choices each trial)

Answer choices: (Alternate answer choices each trial)

"Was John's dad a mechanic? Yes or No?"
"Was John's dad a fisherman? Yes or No?"

3. What were they planning to do with what they caught?

Answer choices: (Alternate answer choices each trial)

"Were they going to share it with the neighbors at a picnic?
Yes or No?"
"Were they going to sell it at market? Yes or No?"

4. What happened when the wind started to blow harder?

Answer choices: (Alternate answer choices each trial)

"Did they go straight home? Yes or No?"
"Did they have problems with the boat? Yes or No?"

5. What was Bess doing on Tuesday?

Answer choices: (Alternate answer choices each trial)

"Was she fishing with dad and John? Yes or No?"
"Was she baking a cake for the picnic? Yes or No?"

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

Choose one activity for standard 3

3.1 Plan writing for a specific audience and purpose to inform, entertain, or persuade i.e., memoir, factual, persuasive, poetry, narrative.

1. Given a memory book page, TSW make five design choices from sets of two options (e.g., borders, background, titles, layout, etc.).
2. Given story sentence options (read to him/her) in sets of twos, TSW select five sentences to create a story that makes sense.

3.4 Use prewriting strategies: e.g., brainstorming, graphic organizers, outlining.

1. Given five parts of a story in random order, TSW sequence the parts from first to last.
2. Given five sets of ideas for story plot content (in sets of two each), TSW choose which idea should come first.

3.6 Incorporate vocabulary in writing.

1. Given a picture word bank, TSW choose five pictures that describe/relate to the topic.
2. Given five sentences using the CLOZE strategy and a choice of two words for each, TSW indicate which word finishes the sentence correctly.
3. Given a choice of two symbols/pictures, TSW select the most suitable for a specific object/action (e.g., jump, run, throw).

3.7 Review and monitor organization of a topic in a written piece of elaboration, description, clarity, and syntax.

1. Given five picture/text cards, TSW place the picture/text cards in the correct sequence.

3.9 Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation.

1. Given two punctuation picture cards (period and question mark) and five sentences, TSW choose which punctuation corresponds to what sentence the teacher is reading to him/her (e.g., a question sentence or statement).
2. Given five names of students in the class, TSW choose the appropriate upper or lower case beginning- letter (e.g. Doug = d or D?).

3.11 Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing i.e., memoir, factual, persuasive, poetry, narrative.

1. Given words cut out from different texts, TSW create a five-item acrostic name poem by choosing the words and gluing them down on paper.
2. Given word cards with his/her first name, last name, phone number, city name, and state name, presented in sets of two at a time, TSW choose the information asked for in each case.

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

Choose one activity for standard 6

6.6 Use principles of spelling e.g., double consonant following short vowel, Greek/Latin roots.

1. TSW match five pictures to appropriate word family cards.
2. TSW sort five pictures according to the action in the picture.

MATHEMATICS – Grade 6

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

1.14 Add and subtract whole numbers between 0 and 1,000,000.

This Prescribed Anchor Item must be used for standard 1:

Activity: Using objects, TSW demonstrate the understanding of “one more than” over five trials.

Materials: Questions and concrete items that the student is familiar with when working on counting.

For examples:

- Pennies
- Counting squares
- Geometric shapes

Teacher behavior: Provide the student with concrete items and ask each one of the following questions in random order per trial. For example: Put out three pencils and say, “Here are three pencils. One more than three is ____? Which number 4 or 2?”

Student response: Student may respond in whatever means necessary to answer the question. Examples: 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 have five student data responses to record. Present the questions and answer sets as described in “Teacher behavior”.

Questions: You may ask for an answer (if the student can provide one) or provide the two choices indicated below for answers.

One more than 3 is ____?

Choices: 4 2

One more than 10 is ____?	8	11
One more than 6 is ____?	7	17
One more than 29 is ____?	30	31
One more than 50 is ____?	49	51

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

2.1 Describe properties and attributes of two-and three-dimensional figures, i.e., obtuse angle, acute angle, diagonal, equilateral triangle, isosceles triangle, parallel lines, perpendicular lines.

1. Given five two and three dimensional figures and five word cards identifying the figure, TSW match the figure with its correct name.
2. Given five trials of two pictures of two different shapes (circle and triangle), TSW choose the shape asked for.
3. Using clay or other modeling material, TSW form a ball over five trials.
4. Using the classroom environment, TSW find things that are shaped like a ball, over five trials.
5. Given pictures/symbols of shapes, TSW match two like shapes over five trials.

2.6 Use ordered pairs in quadrant 1 of a coordinate grid.

1. Given five trials using a number line with a dot covering a certain number, TSW identify what number is covered in each case.
2. When given a calendar, TSW locate the month/date requested, over five trials.
3. Given five questions using two pictures (one with an object in a box and one with an object out of the box), TSW choose the correct position requested.
4. Given five questions using a number line from one to ten and an object placed "on, above, below" the line, TSW indicate the correct position.
5. Using BINGO cards, TSW place markers in the designated squares.
6. Given five positional tasks, TSW correctly complete the task (e.g., sit on your chair, walk around the table, take the dishes out of the dishwasher, put your pencil on the desk.)
7. Given a sequence of directions either verbally or from pictures, TSW turn on the computer (e.g., put mouse on the star, push the switch), over five trials.

2.7 Describe properties of congruent figures and use them to solve problems.

1. Given a five-pattern repeat to make a beaded bracelet, TSW complete the bracelet using the pattern.
2. Given a display of 6 basic shapes, TSW name each shape over five trials.
3. Given a display of 4 basic shapes, TSW name each shape over five trails
4. Given a display of 2 basic shapes, TSW name each shape over five trials

5. Given five names of shapes and five pictures of items of different shapes, TSW match the correct picture to the correct name.
6. Given five sets of an object and two pictures, TSW match the object to the appropriate corresponding picture.
7. Given a puzzle, TSW correctly place 5 pieces of the puzzle in the puzzle form.
8. Given 10 beads (5 small, 5 large) of two different sizes, TSW sort the beads that are of like size.

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

Choose one activity for standard 3

3.1 Read and interpret bar, line and circle graphs, pictographs, and frequency tables.

1. Given a five-item pictograph, TSW determine the amount of each graphed item.
2. Given a five- line bar graph, TSW identify how much or how many, a given bar represents.
3. During a group game, TSW keep score by tallying each student's points over five trials.
4. Given five sets of bar graphs, TSW indicate which bar represents "less".
5. Given five line graphs, TSW indicate which point indicates "most" or "highest" in each.
6. Given a circle or pie graph, TSW indicate which piece is biggest/smallest over five trials.
7. TSW give five peers one item each (e.g. plates, papers, glue sticks, etc.).

3.4 Determine possible arrangements of four or fewer items.

1. Given five questions using two patterns (might be the same or different), TSW indicate whether the patterns are the same or not the same.
2. After hearing a short musical pattern, TSW reproduce or continue the pattern, over five trials.
3. Given two different items or pictures in a row, TSW identify from two more which would be the next correct item needed to create the pattern, over five trials.

3.5 Determine or calculate the mode, mean, and range of a set of data.

1. Given five sets of odd numbers in sequential order, TSW determine which number is in the middle.
2. Given five examples of "three peers standing in line", TSW indicate who is "first" in line.
3. Given five examples of "three peers standing in line", TSW indicate who is "last" in line.
4. Given 4 blocks, TSW stack the blocks over five trials.
5. Given an object (e.g., shoe, sock, pencil) and shown two other objects (one that is a pair/set and one that clearly is not), TSW indicate the correct pair/set, over five trials.

3.6 Make predictions and draw conclusions based on data collected from a sample group

1. Given five bar graphs with data present, TSW color the bar which indicates "more" in each case.
2. Given five sets of groups of concrete objects, TSW indicate which has "more" in each set.

3. Given five sets of groups of concrete objects, TSW indicate which has “more” in each set.
4. Given a one step direction, TSW correctly follow through on the direction, over 5 trials.

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 Estimate the measurement length to the nearest eighth inch.

1. Given five items, placing each next to an enlarged ruler and given a choice of two measurements up to 12 inches, TSW indicate which measurement is closest to the size of the item.
2. Given ten concrete items in sets of twos, TSW identify which is “longest/biggest”.
3. Given one step to a recipe, TSW follow the directions over five trials (e.g., Add 1 cup milk).

4.2 Measure and apply elapsed time, i.e., zones, schedules, and calendars.

1. Given five questions and a daily activity schedule, TSW determine what comes next on their schedule.
2. Given five questions and a daily activity schedule, TSW determine what has already occurred on their daily schedule.
3. Given a visual schedule, TSW move activity markers at the beginning or end of each task over five trials.
4. Given a calendar, TSW mark “today”, over 5 trials.

4.5 Select the appropriate units when measuring length, area, and volume.

1. Given five questions using a recipe and examples of three different measuring tools, TSW choose the appropriate measurement tool (e.g., measuring cup, ruler, square tile).
2. Given five questions using a square and examples of three different measuring tools, TSW choose the appropriate tool to measure it with (e.g., measuring cup, ruler, square tile).
3. TSW will use a measuring cup to measure five ingredients correctly, in a recipe.
4. When given a choice of two sizes of containers to water a plant, TSW indicate the appropriate one to use, over 5 trials.

4.6 Use formulas to calculate the perimeter and area of squares and rectangles.

1. Given five questions using a rectangle and a square, TSW indicate which has four equal sides and which one does not.
2. Given a BINGO card, TSW count the square to decide how many chips are needed for a black out over five trials.
3. TSW will color the area of five squares and/or rectangles.
4. Given three sides of a square, TSW complete the square, over five trials.

4.7 Use formulas to calculate the volume of rectangular prisms.

1. Given five sets of squares and rectangles, TSW identify which is the correct one asked for.
2. Given a measuring cup, TSW measure the approximate amounts of water over five trials.
3. Given a shape puzzle with five pieces, TSW complete the puzzle.

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

Choose one activity for standard 5

5.1 Analyze patterns represented by tables and graphs.

1. Given a grid with five numbers missing, TSW fill in the missing numbers of multiples of ten.
2. Given a calendar with five missing numbers, TSW fill in the missing numbers in the correct sequence.
3. Given five sets of three numbers each, TSW point to the requested number.
4. Given a calendar (with large numbers), TSW point to five requested numbers on the calendar.
5. Using colored square on a bar graph, TSW indicate which bar is tallest/shortest over five trials.
6. Given a choice of two activities from a daily schedule, TSW choose the activity that comes next, over five trials.
7. Given a two pattern sequence (e.g. star - circle), TSW indicate from a choice of two what would come, next over five trials.

5.3 Identify the rule for a pattern and then use the rule to solve a problem.

1. Given five simple geometric patterns, TSW complete each pattern.
2. Given a repeating color pattern, TSW continue the pattern for two sets, over five trials.
3. When given five patterns, TSW orally state the rule.
4. When asked, TSW identify what day of the week today is.
5. Given five different activities, TSW identify in what (school or home) environment the activities routinely occur (e.g., getting dressed, recess, watching TV, etc.).
6. TSW will appropriately demonstrate following a school rule, over five trials (e.g., walking in the halls, quiet in the library, waiting in line for lunch).

5.5 Use equations to solve problems, e.g., $28/x = 7$.

1. TSW identify missing elements in five addition problems using manipulatives (e.g., $3 + \underline{\quad} = 5$).
2. Given five problems, TSW use manipulatives to illustrate each addition problem (e.g., $4 + 1 = \underline{\quad}$).
3. Given five sets of three items, (two which are the same), TSW indicate which are "the same" in each set.
4. Given five sets of three items, (two which are the same), TSW indicate which one is "different" in each set.
5. Given a simple board game, TSW move his/her game piece in order around the board over five trials.
6. Given a choice of two picture cards of either staff or students, TSW will choose the requested person, over 5 trials.
7. Given a five spot counting grid and five objects, TSW put one item in each grid space.