

# North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed  
using alternate achievement standards

## GRADE 7 ACTIVITIES

This document provides the NDAA 1 activities for grade 7 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](http://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 <sup>\*</sup>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”](#)).

<sup>\*</sup>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 7

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

2.1 Identify characteristics of a variety of fiction genres e.g., short stories, mysteries, poetry, fables, myths.

**This Prescribed Anchor Item must be used for standard 2**

**Activity:** Given a fiction story, TSW correctly answer five comprehension questions.

**Materials:** Story and sets of answer choices.

#### **Teacher behavior:**

Read the story to the student. Ask the following questions in random order per trial. Provide two answer choices for the student to pick from, in answering the questions.

**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. 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 questions and answer sets as described in “Teacher behavior”.

#### Story:

My brother, Jeff, is three years older than I am. He thinks he is the boss of the world. Jeff always gets to do whatever he wants and go wherever he wants. He has a bike and gets to go to the movies and he hardly ever lets me go with him. Jeff always says I have to stay home because I'm too little.

Jeff had a job this summer and he got paid to mow lawns for three different families. He made five dollars for every lawn. I asked Dad if I could get a job and he said that I could help around the house. I said, “I want a real job that pays money like Jeff has.” Dad told me that maybe in a couple of years I could do that.

Jeff says he is saving for a new bike. How come he gets a new bike and I don't even have one? That's not fair! When I told dad that, he said that Jeff would probably hand me down his old bike when he gets a new one. I don't want his old crummy bike. How come he gets all the good stuff? How come I have to be the little brother?

#### Questions:

1. What is the mood of the main character?

Answer choices: happy not happy

2. What message does the main character continue to get from others?

Answer choices: Go out and play You are too little

3. Why does Jeff have more money than his little brother?

Answer choices: Jeff earns money mowing lawns.  
Jeff gets money from Dad.

4. In the sentence "I don't want his crummy old bike", what does crummy mean?

Answer choices: shiny and new old and used

5. How many families does Jeff mow lawn for?

Answer choices: five three

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

### **Choose one activity for standard 3**

#### **3.8 Use criteria to evaluate own and others' writing e.g., stays on topic, organization, effective details, clarity of message, word choice, and sentence fluency.**

1. Given five sets of messages with two choices each (can be from a voice output device), TSW choose the message that is easiest to understand (e.g., mumbling or talking too fast vs. well articulated) in each case.
2. Given five sets with two choices of statements each, TSW indicate which statement is on-topic (or best related to the topic).

#### **3.9 Use feedback and multiple drafts to clarify language and intent.**

1. Given five missing word sentences, TSW choose the correct missing pronoun from a choice of two.
2. Given five sentences read to him/her two different ways, TSW indicate which makes the most sense.

#### **3.10 Edit for grammar, mechanics, usage, spelling.**

1. Given five missing- word sentences and two choices of words, TSW choose the word that sounds the best in the sentence.
2. Given five photographs and pronouns, TSW match the correct pronoun with the corresponding picture.

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

### **Choose one activity for standard 6**

#### **6.1 Use grade appropriate conventions of sentence structure i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory.**

1. Given magazines, TSW choose five actions pictures (people doing things) to make a collage.

#### **6.2 Use age appropriate conventions of grammar, i.e., eight parts of speech and simple and perfect tense.**

1. Given five sets of picture cards (with two pictures each), TSW indicate which card is of a "noun" or person, place, or object.
2. Given five sets of picture cards (two pictures each), TSW indicate which picture indicates an action or a "verb".

# MATHEMATICS – Grade 7

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

1.5 Generate a list of factors, prime factors, and multiples.

**This Prescribed Anchor Item must be used for standard 1**

**Activity:** Given five numbers from 1-20, TSW indicate what number comes next (e.g. 16 = 17).

**Materials:** Questions and number cards. Print the numbers provided on the following page and mount them on half - sheets of white construction. You may make the number size whatever size the student requires.

**Teacher behavior:**

Make number cards for the student if visual examples are useful for the student. Read the questions and answer choices in random order per trial. For example: For question number one you have one card for the statement and two number choices. For example: This is the number 16 (place “16” card in front of student). Hold up two other cards (“13” and “17”) and say, “Which number come next? Is it 13 or 17?”

**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 you will have five student data responses to record. Present the questions and answer sets as described in “Teacher behavior”.

Questions and Answer Choices: (the underlined number is the correct answer)

1. This is the number 7. What number comes next?  
Answer choices: 6 9 8
2. This is the number 18. What number comes next?  
Answer choices: 17 19 11
3. This is the number 3. What number comes next?  
Answer choices: 5 2 4
4. This is the number 12. What number comes next?  
Answer choices: 13 15 20
5. This is the number 10. What number comes next?  
Answer choices: 12 11 9

7 6 9 8

18 17 19

11 3 4 5

2

13

12

15

20

10

**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 Identify polygons, i.e., triangle, rectangle, square, rhombus, parallelogram, trapezoid, pentagon, hexagon, octagon.**

1. Given a square, rectangle, and triangle, TSW name each shape correctly over five trials.
2. Given five questions with choices of pictures of geometric shapes, TSW indicate which is the shape asked for.
3. Given sets of five solid shapes, TSW sort the shapes into like groups.
4. TSW find five things that are shaped similar to a box in the school environment.
5. Given 10 shapes (two of each), TSW match the five pairs.
6. Given five stackable measuring cups on a table, TSW stack them together in order.

**2.4 Use ordered pairs to locate a point on a plane.**

1. Given a modified Bingo card, TSW locate five numbers, or shapes called.
2. Given a daily picture schedule board, TSW remove or point to the next scheduled activity.
3. Given a three square chart, labeled 1, 2, 3, TSW place an object in the square with the number requested.
4. In a familiar setting when given a directive, TSW go to a designated area (e.g. office, corner, lunchroom...) over five trials.
5. Given a drawer organizer tray with one item in each compartment, (pencil, spoon, hair ribbon), TSW place or indicate where an addition five items should go.
6. Upon request, TSW return a used item to its specific classroom location (e.g., white board markers, ruler, glue), over five trials.

**2.5 Identify, describe, and model motion geometry, i.e., rotations, reflections, and translations.**

1. Given a can crushing jig, TSW place five empty pop cans on the jig.
2. Given a shape box of a ball, TSW place five shapes in the holes by rotating the pieces.
3. When asked, TSW fold a wash cloth in half over five trials.
4. Given 5 verbal directions and a flashlight, TSW turn it off or on upon request.

**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 Collect and organize data, select and use an appropriate display, i.e., a frequency table, a line and bar graph.**

1. Given five examples of bar graphs (two bars each), TSW determine which bar indicates "more".

2. Given two rows of objects, TSW indicate the row which is the longest/shortest upon request over five trials.

### **3.3 Use experiments or simulations to determine probabilities.**

1. TSW tally five predictions on an event (e.g., for an ice cube to melt), followed by five actual minutes.
2. TSW make a five-day prediction of weather conditions, from a choice of two cards each.
3. When shown a clear plastic cup of water and a bottle of food coloring, TSW choose from two cards what color the water will turn when a drop is added, over five trials.
4. TSW record the results of a five dice tosses.

### **3.6 Make predictions based on trends identified in tables and graphs.**

1. Given five questions, TSW use his/her schedule/picture schedule board to determine what activity in the day comes next.
2. TSW guess which number will be rolled next using a standard die (e.g. 1-6).
3. After looking at the weather prediction for tomorrow, TSW indicate what he/she might wear from a choice of two items, over five trials.

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

### **Choose one activity for standard 4**

#### **4.3 Convert unit measurements within the same system (metric and standard).**

1. Given five concrete sets of two different measurements, TSW indicate which has “more”.
2. Given a measuring cup and a quart jar, TSW count how many cups s/he pours into the jar over five trials.
3. Given two objects, TSW indicate which is “longer.”
4. Given two objects, TSW indicate which is “shorter/smaller.”

#### **4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume.**

1. Given five different recipes and examples of two different-possible measuring tools to use, TSW choose the appropriate measurement tool for the recipe (e.g., measuring cup, ruler, square tile).
2. Given five different surfaces and examples of two- possible measuring tools, TSW choose the appropriate tool (e.g., measuring cup, ruler, square tile) to make the measurement.
3. Given a visual recipe to make a beverage, TSW choose between a cup and another measuring tool, over five trials.

#### **4.8 Use formulas to determine the volume of rectangular prisms.**

1. When shown five sets of two different prisms, TSW indicate which one is larger.
2. Using measuring cups, TSW measure out one cup of a dry ingredient over five trials.
3. Given a picture and an actual square block, TSW indicate which one shows all sides.
4. Given a rectangle object in the environment (door, window), TSW indicate which side is “tall/high/long.”

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

**Choose one activity for standard 5**

**5.1 Identify and describe patterns represented by tables, graphs, and sequences.**

1. Given five different patterns, TSW identify what each pattern is (e.g., 3, 6, 9, 12...they are counting by 3's).
2. Given five number sequences with numbers missing, TSW identify what numbers are missing in each sequence (e.g., 5, \_\_, 15, 20).
3. Given a modified bar graph displaying an icon for each boy and girl in the class, TSW indicate whether there are more boys or girls, over five trials.
4. Given five sets of numbers, TSW point to one number requested for each set.
5. Given the names of a sequence of months (e.g., January, February, March), TSW identify what month comes next in the sequence.
6. Given numbers in a sequence, TSW indicate which number comes next, over five trials.
7. Given a sequence of two different objects (e.g., pencil, ball, pencil, ball), TSW choose what comes next, over five trials.

**5.2 Use a variable to represent an unknown quantity.**

1. Given five problems with a varied number of people expected for dinner, TSW determine how many plates are needed to set the table for each problem.
2. Given five requests, TSW count out the number of items requested, up to ten.
3. Given a picture of three items and two of the actual items pictured, TSW identify what's missing, over five trials.
4. Given a number, TSW count out the correct number of objects, over five trials.

**5.3 Use representations to solve problems, i.e., tables and numerical sentences.**

1. Given five different numbers of people, TSW count the total number of items needed if each person gets two.
2. Given a visual step pattern on the floor, TSW follow five one-step directions to end up in a designated area.
3. After rolling 2 dice, TSW add them together, over five turns.
4. Given simple tables representing two different amounts, TSW answer five questions regarding which has "more" and which has "less".
5. Given a repeating color sequence, TSW indicate what color comes next over five trials.
6. Given sets of objects up to five, TSW add them together to group requested amounts, over five trials.

**5.4 Recognize examples of change over time, e.g., growth of a 6th grader from September to May.**

1. Given a group of pictures (from early age to older age), TSW answer five questions regarding which picture comes next in a sequence.
2. Given a visual schedule, TSW move an activity marker from the beginning to the end of each task as it is completed for five tasks.
3. Given pictures of a plant growing, TSW sequence them in the correct chronological order, over five trials.

4. Given pictures of two birthday cakes with candles on them, TSW identify which has “more.”