

North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed using alternate achievement standards

GRADE 3 ACTIVITIES

This document provides the NDAA 1 Activities for grade 3 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 3 - NDAA 1 ACTIVITIES

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

2.1 Read a variety of genres i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies.

This Prescribed Anchor Item must be used for this standard:

Activity: TSW correctly read/identify the words on five community signs.

Materials: Print the following five signs and use them for this activity. Mount them on white construction paper half sheets.

Teacher behavior:

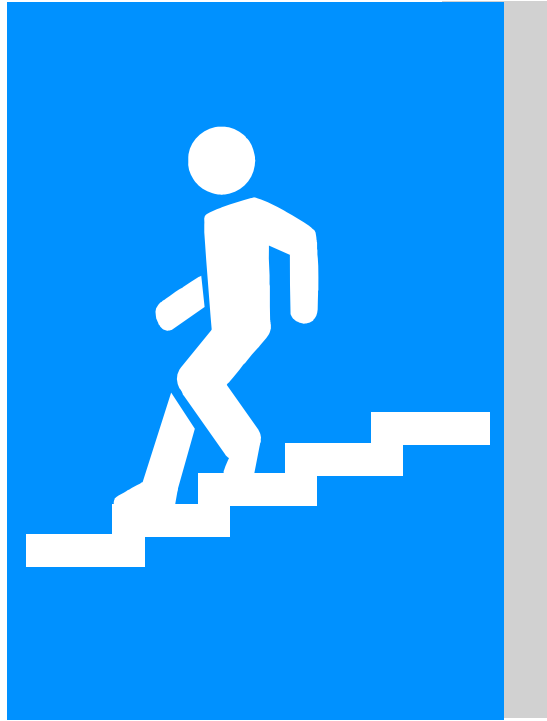
Present the cards to the student in sets of two (for example the Stop Sign and the Men's Restroom sign and say, "Look at both cards and tell me which one is the "Stop" sign. "Is it this one (hold one sign up) or is it this one?" (hold second sign up)?"

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 "NDAA 1 Data Chart for Teachers" to record the response for each set. You will be presenting five sets of cards for each trial and therefore will have five data for each day.



STOP SIGN



STAIRS SIGN



DANGER SIGN



WOMEN'S BATHROOM
or GIRL'S BATHROOM



MEN'S BATHROOM
or BOY'S BATHROOM

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

Choose one activity for standard 3

3.6 Incorporate vocabulary into writing.

1. TSW correctly match five vocabulary words with five corresponding meanings.
2. Given five vocabulary words and five definitions, TSW match the word to the appropriate definition.
3. Given five missing-part-sentences and two- possible- picture choices for each, TSW choose the best picture to complete the sentence.
4. Given sets of verb and noun cards, TSW combine sets to form five sentences that make sense.
5. Given a category (e.g. food, animals, clothing, etc.) and a variety of pictures, TSW place five pictures in the correct categories.
6. Given a display of related pictures, TSW shift his/her gaze from one picture to the next, as each is named.

3.10 Analyze written work for ideas, word choice, and organization.

1. Given a five sentence paragraph from a story, TSW highlight where each sentence ends.
2. After listening to a story, TSW choose five picture items for a collage that relates to the story.
3. After hearing multiple paragraphs from a story, TSW answer five “what happened first” questions correctly.
4. Given five requested “actions” (e.g. running, playing ball, eating, etc.), TSW select the correct picture that depicts the action, from a set of two pictures.
5. Given five requested “objects” (e.g. shoe, ball, car, etc.), TSW select the correct picture that depicts the object, from a set of two pictures.

3.11 Use proofreading marks to edit written work for conventions i.e., punctuation, spelling, capitalization.

1. Given five sets of two choices (one of a proper name of a classmate and one of an everyday item), TSW choose the one that needs to be capitalized.
2. Given five sets of letters (two upper and two lower case), TSW match the correct upper to the correct lower (e.g., b to B) for each set.

3.13 Compose written text that demonstrates understanding of purposes and audiences.

1. Given five starter phrases and a choice of two words per phrase, TSW choose the most appropriate word for each (e.g., I love Mom more than___).
2. Using a visual schedule, TSW follow the picture/symbols to complete their morning/afternoon routine over five trials.

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

Choose one activity for standard 6

6.2 Use parts of speech i.e., proper and common nouns, pronouns, adjectives, adverbs.

1. Given five sets of two picture- words, TSW indicate which word is a noun in each set.
2. Given five objects, TSW state a word to describe each object.
3. Given five pictures using gender, TSW identify the correct pronoun (e.g., he/she).

6.3 Recognize the subject and predicate of a sentence.

1. Given five pictures and five action words (in sets of two), TSW identify which picture matches the action word.
2. Given five subject pictures and five predicate pictures (in sets of two), TSW match the subject and predicate pictures to form- short- factual- sentences (e.g., dog-barks, worm-wiggles).
3. Given five objects, TSW identify the objects (nouns).

4. Given a one step direction, TSW perform the requested action (predicate) over five trials.
5. Given a simple sentence with the action verb highlighted, TSW demonstrate the action over five trials (e.g. eat).

6.4 Use capitalization i.e., proper nouns, beginning of sentences, titles.

1. Given five sets of two examples of the student's name (one capitalized and one not), TSW indicate which is correct.
2. Given five sets of two examples of names of towns (one capitalized and one not), TSW indicate which is correct in each set.
3. Given two choices, TSW identify his /her name that starts with a capital letter over five trials.
4. When presented with five pairs of letters (e.g., O/o, G/g, T/t), one pair at a time, TSW will identify the capital letter.
5. Given five sets of alphabet cards, TSW match the uppercase letters to the lowercase letters.

6.5 Use conventions of punctuation i.e., period, question mark, exclamation marks, commas, quotation marks.

1. Given five sentences and two cards (one with a period and one with a question mark) for each sentence, TSW indicate which punctuation belongs to each sentence.
2. Given five sentence strips, TSW use a "Bingo Dobber or other marker" to show where the ending punctuation belongs.
3. When asked five questions about him/herself, TSW respond with "yes" or "no."
4. When given a writing utensil, TSW make five circular or vertical movements-marks.
5. Given five complete sentences, TSW will circle the period or question mark at the end of each sentence.

6.6 Use principles of spelling.

1. Given five different letters of the alphabet (in sets of two), TSW indicate which is the correct letter requested by the teacher.
2. Given five spelling words, TSW indicate the beginning sound of each word.

3. Given a model of five spelling words, TSW copy each word correctly.
4. Given five sets of two name cards, TSW recognize his/her own name over five trials.
5. Given a letter sound, TSW indicate the letter that corresponds with the sound.
6. Given a word list and a list of five words with letters missing, TSW fill in the missing letters in each word.

MATHEMATICS – Grade 3

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

(1.1 Count and order numbers up to 1,000)

This Prescribed Anchor Item: must be used for standard 1

Activity: TSW use manipulatives to count to five.

Materials: Gather manipulatives (concrete items) that the student has previously used when working on counting.

Examples:

- Pennies
- Counting squares
- Geometric shapes

Teacher behavior: Present the concrete items to the student in amounts from one to five and have the student demonstrate the ability to count the items. All numbers 1-5 must be asked per trial.

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

Examples of trial activity:

- Student counts items verbally: “One, Two, Three”
- Point to the amount asked from the two groups provided: (Teacher presents a group of two and a group of three). Teacher asks, “Which one has three?” Student points to group of 3.
- Student asked to show a number asked for: Teacher asks, “Show me 3.” Student groups 3 items together.

Record Data: Use the “Data Chart for NDAA 1” to record student responses for each set. You will present each of the five numbers to the student and have five student data responses to record for each day/trial.

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 math standard 2

2.1 Recognize geometric shapes and structures in the environment.

1. Given a requested shape, TSW locate items in the environment that match the shape.
2. Given five questions with a choice of three shapes each, TSW select the requested shape.
3. Given a variety of shapes, TSW string five like- shapes together.
4. Given five sets of basic shapes, TSW sort the shapes into like groups.
5. Given five questions for identifying shapes and two choice cards per question, TSW indicate the correct shape requested.
6. Given a variety of shapes, TSW sort the shapes into five like groups.
7. Given 3 objects, TSW match the two "like objects," over five trials.

2.3 Predict and demonstrate the results of putting together and taking apart shapes.

1. Given a five piece-pattern- block- puzzle, TSW complete the pattern.
2. Given a shape cut into five pieces, TSW reconstruct the shape correctly.
3. Given a wooden puzzle board, TSW place five shapes in the board correctly.
4. Given five sets of two piece egg shapes (pulled apart), TSW combine the correct ends to form the egg shape.
5. Given five groups with 3 objects in each group, TSW match the two "like" objects.

2.4 Identify symmetrical shapes and draw their line of symmetry.

1. Given five cut- out shapes, TSW fold them in half to show symmetry.
2. Given a tactile shape, TSW trace the shape.
3. Given a three dimensional shape, TSW match it to a two dimensional representation of the shape.
4. Given a directive, TSW draw a line down the middle of a page, over five trials.
5. Given a directive, TSW fold a piece of bread in half, over five trials.

2.5 Identify congruent figures from a selection of similar figures.

1. Given five concrete objects (e.g., ball), TSW select one similar object for each, from a group of objects (some different, some the same).
2. Given five problems, each involving viewing a shape, TSW identify from a choice of two, three, or four similar figures, which shape is congruent to the original shape (in each case).
3. Given an assortment of basic shapes, TSW group five shapes into matching sets.
4. Given five problems with three shapes (two that match and one that does not), TSW remove the shape that does not match.
5. Given five problems of, two concrete shapes and a picture of one of the shapes, TSW choose the shape that matches the picture.
6. Given five sets of two different shapes of the same size, TSW will sort the shapes by size.
7. Given three same shapes and one different, TSW identify the different shape, over five trials.

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

Choose one activity for math standard 3

3.1 Sort and classify objects according to their attributes and organize data about the objects, e.g., Venn diagrams, graphs, tables.

1. Given five objects and five pictures, TSW match the objects to pictures.

2. Given five items (e.g., 2 cubes, 3 circles), TSW sort them into two piles.
3. Given two groups of shapes, TSW identify the bigger group (which has more), over five trials.
4. Given manipulatives, TSW sort the objects into groups of the same shape, over five trials.
5. Given manipulatives, TSW sort the objects into groups of the same color, over five trials.

3.2 Demonstrate that data can be represented in a variety of different ways.

1. Given five questions involving counting two different items (e.g., how many boys and girls are in the room), TSW make tally marks to represent the amount of each group.
2. Given five problems involving groups of objects, TSW draw a pictograph for each, to represent the amount.
3. Given five icons, TSW place the icons on a bar graph to represent boys and girls.
4. Given five questions with a total number up to three, TSW make that number of tally marks on a piece of paper.
5. Given three photographs of classmates, TSW identify the photo of the classmate who is not in the room, over five trials.

3.3 Formulate and answer simple questions from data represented by graphs.

1. Given five examples of a pictograph, TSW tell how many items are on each graph.
2. Given five sets of graphed data in bar graph form, TSW count the number of items represented in each requested bar.
3. Given five simple bar graphs, TSW indicate which bar has “less”.
4. Given five simple bar graphs, TSW indicate which bar shows “more”.
5. Given two groups of objects, TSW indicate which group has “more”, 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

4.1 Tell time to the nearest quarter hour and five minute interval using digital and analog clocks.

1. TSW use the classroom clock to tell time to the hour at five separate intervals throughout the day.
2. Given different clock faces and a specific time to the half hour, TSW identify the clock showing the matching time over five trials.
3. Given different clock faces and a specific time to the hour, TSW identify the clock showing the matching time over five trials.
4. TSW recognize five numbers from 1-12.
5. During a classroom activity, TSW use a picture symbol to indicate the desire to stop, over five trials as they naturally occur.

4.2 Distinguish between week days and weekend days.

1. TSW state five days of the week in order.
2. Given five examples of different types of activities, TSW distinguish which is a weekday activity and which is a weekend activity.
3. Using a color coded calendar, TSW point to a school day/weekend day upon request, over five trials.
4. Given pictures of night and day, TSW indicate which shows night/day upon request, over five trials.

4.4 Count mixed coins to \$ 1.00

1. TSW identify the name of five coins.
2. TSW indicate the value of five coins.
3. Given a group of nickels, TSW correctly count the nickels using counting by fives, over five trials.
4. Given five coins and five coin cards, TSW match the appropriate coin to its respective card.
5. Given a group of pennies, TSW correctly count the pennies using counting by 1s, over five trials.
6. Shown a random coin and a list of 3 values, TSW choose the correct value of the given coin, over five trials.

7. Given a penny, dime, or nickel, TSW correctly state its value, over five trials.
8. Given five questions with a penny, nickel, and dime (in groups of two), TSW indicate which is less.
9. Given five questions with a penny, nickel, and dime (in groups of two), TSW indicate which is more.
10. Given a pile of five various types of coins, TSW correctly sort the coins into five groups.
11. Given circles and squares, TSW sort into piles based on shape, over five trials.

4.5 Estimate and measure weight to the nearest pound or kilogram.

1. Given five sets of two items each, TSW identify which weighs less.
2. Given five sets of two items each, TSW identify which weighs more.
3. Given heavy and light objects, TSW sort them into two piles based on weight, over five trials.

4.7 Estimate and measure length to the nearest inch, half-inch, foot, or centimeter.

1. Given five items of varying lengths, TSW order the items from shortest to longest.
2. Given a modified ruler with just numbers, TSW measure five classroom items to the nearest number.
3. Given five questions with two items each, TSW determine which is the longest.
4. Given five questions with two items each, TSW determine which is the shortest.
5. Using an index card, TSW measure five classroom items and tell how many cards long each item is.
6. Given five sets of bars of varying length, TSW identify the longest/shortest bar upon request.

4.8 Estimate and verify a quantity, e.g., marbles in a jar.

1. Given five questions with three containers of varying sizes each, TSW state which holds most and which holds least (and then check to verify).
2. Given five questions with three containers each and a quantity of a substance (chips, cookies, leftovers) TSW identify the best container to hold that quantity.
3. Given five questions with groups of objects in each container, TSW determine which have more or less.
4. Given five sets of two amounts of an item (e.g. pudding), TSW identify the set with the greater quantity.
5. Given five questions with two glasses, TSW indicate which has more in each case.
6. Given nesting materials (cups or bowls), TSW nest the parts correctly on the first attempt, over five trials.

4.11 Select the appropriate units for measuring time, length, weight, and temperature.

1. TSW identify five basic concepts from: early/late, long/short, heavy/light, hot/cold, correctly.
2. Given a ruler, TSW indicate five items that can be measured with it.
3. Given different items used to measure, one being a clock, TSW identify the object used to tell time, over five trials.
4. Given different items used to measure, one being a thermometer, TSW identify the object used to tell how hot or cold something is, over five trials.
5. Given five items, TSW identify which one is hot.
6. Given five items, TSW identify which one is cold.

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

Choose one activity for standard 5

5.1 Extend and create number patterns.

1. Given five questions with a two object pattern each (e.g., dog, cat, dog, cat), TSW state what comes next in the pattern.

2. Given a pile of 10 items, TSW correctly sort the items into three sets with similar attributes.
3. Given a pile of five items, TSW sort the items into two piles of similar attributes.
4. Given a repeating two color pattern, TSW continue the pattern for two more sets, over five trials.

5.2 State the rule that describes a given repeating and growing pattern.

1. Given five questions with a two pattern picture of (e.g., ball, cup), TSW point to what comes next in the pattern.
2. Given a repeating color sequence, TSW indicate the color that comes next over five trials.

5.3 Solve addition and subtraction equations with unknown numbers, e.g., $2 + X = 5$.

1. Given a number pattern with the last number missing, TSW indicate the next number in the sequence, over five trials.
2. Using manipulatives, TSW will solve five simple addition or subtraction problems.
3. Given five numbers from 1-5, TSW identify what number comes next, in each case.
4. Given a repeating color sequence, TSW indicate what color comes next, over five trials.

5.4 Use symbols (i.e., +, -, =, <, >) to write simple number sentences.

1. Given five problems with two groups of items in each, TSW indicate whether the answer is “more” or “less” at the end.

5.5 Use words, objects, and number sentences to represent addition and subtraction problems.

1. Given concrete items and addition and subtraction problems, TSW “show” the problem to the teacher using the concrete items.
2. Given five simple subtraction problems, TSW use manipulatives to solve each problem correctly.
3. Using a number line, TSW indicate which number is one more than a given number, over five trials.

4. Using manipulatives, TSW divide the manipulatives into two equal groups, over five trials.
5. Given numerals and sets of concrete objects (up to five), TSW match the correct amount of objects to the correct numeral.