

# North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed  
using alternate achievement standards

## GRADE 5 ACTIVITIES

This document provides the NDAA 1 activities for grade 5 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.

## GRADE 5 - NDAA 1 Reading Activities

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

2.4 Determine the elements of a fiction text i.e., setting, characteristics, development, rising action, events, problems and resolution/solution).

### **This Prescribed Anchor Item must be used for this standard**

**Activity:** After listening to a story, TSW correctly answer five questions (two choices for each question) related to the sequence of events.

**Materials:** Story and questions.

#### **Teacher behavior:**

Read the story to the student. You may read the story more than once as long as you read the full story. Ask five sequence questions per trial in random order. The questions are provided. Provide two answer options to the student for each question (one must be the correct answer).

**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.

#### **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 gray 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: Present two choices per question. The correct answer is underlined. Always use the correct answer as one of the choices.

1. What time of day did the wind start to blow?  
Morning      Noon      Evening
2. What day was the picnic scheduled for?  
Monday      Tuesday      Wednesday
3. What meal was Bess planning on making for Mom?  
Breakfast      Lunch      Supper
4. When did John see black smoke coming from the engine?  
When their trip began  
Before they turned around to go back  
After they turned around to go back
5. What plans did the family have for the next day?  
To go to the mall shopping  
To go to a picnic  
To go fishing

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

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

#### **3.2 Demonstrate planning ideas to organize thoughts before writing e.g., webbing, listing, graphic organizers, taking notes.**

1. Given a class list of five students names, TSW sort those having hot lunch from those having cold lunch.
2. Given pictures or symbols representing items in a student's daily schedule, TSW accurately sequence five pictures for the day.
3. After completing an activity, TSW indicate one thing he/she did as part of the activity (e.g., art: colored, cut, glued), using pictures, objects, etc., over five trials.
4. When asked what the student is having for lunch, TSW will use a bingo dobber to indicate his/her choice (e.g., red for hot lunch, blue for cold lunch), over five trials.
5. Given a picture or object, TSW identify five facts about the picture/object (e.g., It's a picture of a lake, with a boat, water, etc.).

#### **3.7 Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning.**

1. Given an object, TSW write a sentence about the object.
2. Given a daily schedule, TSW remove a finished item from his/her schedule when it is completed.
3. Given two examples of a descriptive sentence about a given item, TSW choose the one that best describes the item.
4. Given a choice of two symbols/pictures and a requested action or object, TSW select the one that goes with the presented action or object.
5. When listening to a story and show a picture from the book, TSW scan the picture presented for five consecutive seconds, over five trials.
6. Given a two word phrase and two objects, TSW indicate the object the phrase is describing, over five trials.

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

1. Given a list of ten towns in ND (5 capitalized and 5 not), TSW indicate which ones need to be capitalized.
2. Given five sentences, TSW indicate whether the sentence needs a period or question mark at the end.
3. Given five examples of sentences (some grammatically correct, some not), the student will indicate which sentences sound right.
4. Given five examples of sentences (some grammatically correct, some not), the student will indicate which sentences sound wrong.
5. Given an envelope jig, TSW put the return address in the correct location, over five trials.

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

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

#### **6.1 Use parts of speech i.e., regular and irregular verbs, adverbs, prepositions, coordinating conjunctions.**

1. Given five sentences and a choice of two possible prepositions, TSW choose the correct preposition to complete the sentence (e.g., The dog sat under/on the tree).
2. Given a preposition, TSW demonstrate the meaning of the preposition using two objects (e.g., dog is under the chair) over five trials.
3. Given objects positioned in relation to the student, TSW indicate where the object is located, using positional symbols, over five trials.
4. Given five CLOZE sentences presented orally or visually, TSW choose the correct verb, from two choices.

#### **6.2 Use subjects and predicates in simple and compound sentences.**

1. Given a magazine, TSW locate five pictures of nouns.
2. Given five simple- incomplete sentences, TSW identify the correct pictures to complete the sentences.
3. Given two objects that are the same but are different (e.g., colors, sizes), TSW indicate the correct one upon request, over five trials.
4. In the classroom, TSW identify five objects that are nouns.

#### **6.3 Use appropriate verb tenses.**

1. Given five pictures of daily events, TSW sort the pictures into “yesterday, today, and tomorrow” categories.
2. Given five pictures of routines, TSW sequence the pictures into “before, during, and after” categories.
3. Given ten pictures from a magazine (five depicting actions), TSW make a collage using five present tense verbs, from ten pictures (e.g., running, jumping, swimming, eating).

#### **6.4 Use capitalization e.g., proper nouns, titles of books, magazines, newspapers, musical compositions.**

1. TSW make a collage from a magazine using words that are capitalized.
2. TSW make a picture dictionary of proper nouns from things found in the school and community environments.
3. TSW collect signatures from five different people upon his/her request (can use a switch to make the request).

#### **6.5 Use conventions of punctuation i.e., ending punctuation, commas- with conjunctions and contractions, apostrophes in the possessive, underlying, quotation marks, italics for titles of documents, parentheses.**

1. Given five examples of sentences from text, TSW indicate whether someone is speaking or not.
2. Given five short sentences, TSW use a (bingo) dobber to put periods at the end.

#### **6.6 Use principles of spelling e.g., double final consonant following short vowel, roots, suffixes, prefixes.**

1. Given five sets of words where the initial sound of a word is emphasized, TSW identify what that sound is from a choice of two sounds.
2. Given five sets of words where the final sound of a word is emphasized, TSW identify what that sound is from a choice of two sounds.
3. Given an environmental sound (e.g., train, clock, radio, TV, car), TSW identify the sound from two choices, over five trials.

**6.7 Use and interpret meanings of similes, metaphors, onomatopoeia and alliteration, and idioms.**

1. TSW match five idiom phrases to their corresponding pictures.
2. After hearing five alliteration phrases, TSW identify the beginning sound in each word.
3. After hearing a noise, TSW indicate from two choices what the sound was, over five trials.

## **MATHEMATICS – Grade 5**

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

**1.10** Determine what information is relevant for solving a problem.

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

**Activity:** Given five sets of numbers ,presented two at a time, TSW indicate which is the correct number requested.

**Materials:** Print the numbers. Mount one number on a half sheets of construction paper. You may print the numbers any size required for the student to use.

**Teacher behavior:**

Present two number cards (one correct) at a time. Ask the student to choose the number that you ask for. For example: hold up the 4 and 12 cards and say, “Which one is the number four”? You may repeat the question as needed.

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

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

Use the numbers in the first row as the numbers you request: (4; 20; 9; 100; 15) and the numbers in the second row (3, 12, 82, 5, 30) as distracters (or second choices).

4                    20                    9                    100                    15

3                    12                    82                    5                    30

**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 Analyze and describe the attributes of two- and three- dimensional shapes, (i.e., circle, square, trapezoid, rhombus).**

1. Given five sets of two- dimensional drawings of shapes and three- dimensional concrete objects, TSW match the appropriate pairs.
2. Given five sets of two choices, TSW choose the shape named.
3. Given five sets of two choices, TSW choose the shape which "has equal sides".
4. Using clay, TSW form a ball, over five trials.
5. TSW locate five things that are square in the school environment.
6. Given 3 shapes, TSW will identify the two that are matching.

**2.2 Identify, describe, and model (e.g., using straws or other materials) parallel, perpendicular, and intersecting lines and line segments.**

1. Given five sets of pictures of horizontal and perpendicular lines, TSW choose which is which from two choices.
2. Given dot clues, TSW connect the dots to form a vertical line, over five trials.
3. Given a sheet of paper, TSW will draw two lines that do not touch, over five trials.
4. TSW identify one corner in the school environment, over five trials.

**2.3 Recognize the changes in position and orientation of two-dimensional figures after transformations, i.e., flips (reflections), turns (rotations), and slides (translations).**

1. Given five problems involving an object and directed to flip, turn, or slide the object, TSW demonstrate understanding by moving the item as requested.
2. Given an object and a line, TSW slide the object along the line five times when directed.
3. Given five shapes and their outlines, TSW match each shape to its outline.
4. Given three shapes, TSW match the two like shapes, over five trials.
5. Given five puzzles, each with a missing piece, TSW place the last piece in each puzzle to complete it.

**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 Collect and record data.**

1. Given a coin, TSW record how many times the coin landed on heads out of five trials.
2. Given five trials, TSW count five items and create a pictograph for each trial.
3. Given a group of objects, TSW sort the objects by two attributes, over five trials.
4. Given five trials, when asked what the weather is like outside, TSW choose the correct weather symbol from three weather picture cards.
5. Given three objects, TSW match the two objects of the same size.

**3.3 Organize and display data in line graphs and circle graphs.**

1. Given a bar graph, TSW record the number of boys and girls in a class setting, over five trials.
2. Given examples of five different colored- circle- graphs, TSW identify/point to the color representing the “most” on each.

**3.4 Read, interpret, and generate questions from data displayed in graphs, i.e., line graphs and circle graphs.**

1. TSW answer five questions and answers from a graph.
2. Given a circle/pie graph, TSW indicate which piece of the graph is the biggest/smallest upon request, over five trials.
3. Given five simple bar graphs, TSW indicate which bar represents “more”.
4. Given five colored-circle charts, TSW indicate what section/color represents the “most”.
5. Given two rows of items, TSW will identify the row that is the longest/shortest upon request, over five trials.
6. Given two groups of objects, TSW will indicate which group has more, over five trials.

**3.7 Conduct simple probability experiments.**

1. Given an activity with the possibility of multiple outcomes (roll dice, spin number wheel), TSW perform the activity five times and record the result of each event (e.g., 6 tosses = heads, four tosses= tails).
2. Given five trials with a partner and an activity with two possible outcomes, TSW correctly tally the results under the proper headings (e.g., heads 111; tails 11).

3. Using a die, TSW record five sets of numbers as they are rolled.
4. Using a color spinner, TSW record the color after each spin, for five spins.
5. Using a coin, TSW record heads or tails after each toss, for five tosses.
6. Given five tally sheets where results have been recorded, TSW indicate which result occurred “more” often than the other per sheet.

**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 State specific relationships between units within the same measuring system, e.g., feet to yards, minutes to hours, milliliters to liters.**

1. TSW identify five basic units of time from two choices (e.g., 24 hour/day, 7days/week).
2. TSW identify five basic units of measurement from two choices (e.g., 12 inches/foot, 4 quarts/gallon).
3. Given two half cups and one cup, TSW indicate how many half cups are in a cup, over five trials.

**4.2 Estimate and measure length to the nearest quarter inch.**

1. Given five problems with items placed 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”.

**4.3 Analyze relationships between perimeter and area.**

1. Given five bars varying in length, TSW order the bars from longest to shortest.
2. When shown five concrete situations and the choice of two answers (inside and outside), TSW indicate the correct choice (e.g., ball inside a bowl, pencil outside a cup).

**4.4 Makes change up to \$20.00**

1. Given five problems, TSW accurately count bill combinations (e.g., \$1, \$5,\$10,\$20).
2. Given five problems and dollar bills and costs up to \$5.00, TSW indicate if he/she has “enough” to pay for that item (e.g., you have \$5.00 and a kite costs \$3.00, do you have enough?).

**4.5 Apply the concept of elapsed time, i.e., schedules and calendars.**

1. Given five problems with a calendar and a date, TSW determine the day of the week that the day falls on the calendar.
2. Given five problems with a calendar and a date, TSW determine in what week of the month that date will occur on the calendar.
3. Given five questions with a daily activity schedule, TSW determine what comes next on their schedule.
4. Given a stop watch, TSW push the start/stop buttons to begin and end and activity, over five trials.
5. Given a bell sound, TSW independently follow cue and cease an activity, over five trials.

**4.6 Select appropriate units of measuring perimeter, area, and volume.**

1. Given five simple recipes and examples of three different measuring tools, TSW choose the appropriate measurement tool (e.g., measuring cup, ruler, square tile) per recipe.
2. Using measuring cups, TSW measure out one cup of a dry ingredient, over five trials.
3. Using a clear measuring cup, TSW measure one cup of water, over five trials.

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

**Choose one activity for standard 5**

**5.1 Determine the missing elements of complex repeated patterns.**

1. Given five different examples of six item-shape- patterns with a missing shape, TSW fill in the missing shape in each.
2. Given five different examples of four- item-shape- patterns with a missing shape, TSW fill in the missing shape in each.
3. Given craft beads, TSW create a repeating color pattern for five sets of repetition.
4. Given a repeating color pattern, TSW continue the pattern for two sets, over five trials.
5. TSW imitate five sets of rhythm sequences when asked.
6. Given a reciprocal activity, TSW will watch appropriately for his turn, over five trials.