North Dakota Alternate Assessment 1 (NDAA 1)

For students with significant cognitive disabilities assessed
using alternate achievement standards

GRADE 8 ACTIVITIES

This document provides the NDAA 1 activities for grade 8 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 8

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

2.7 Identify literary elements i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme.

This Prescribed Anchor Item must be used for standard 2

Activity: Given a picture schedule and five questions, TSW indicate what the next event of the day will be, based on the question.

Materials: Schedule pictures and questions.

Teacher behavior:
The following pictures make up a possible school day schedule. Print them off, mount them on construction paper, and use them to show the sequence of a day. Note: If the student already uses a picture schedule and is familiar with it- then use that schedule to ask these questions.

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 the schedule and ask 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 schedule, questions, and answer sets as described in "Teacher behavior".

Schedule: The following schedule is just an example. Arrange the pictures in this order if you are using the pictures provided. If you are using existing pictures from the student's schedule, arrange them in a similar order. You will be asking questions about this schedule, so you may say, "On this schedule, what comes after Home Room?"

Ask these questions in random order from trial to trial:

Schedule		Questions
9:30	Home Room	Question 1: What comes after Home Room? Answer: Library
10:30	Library	Question 2: What comes after Library? Answer: Lunch
11:30	Lunch	Question 3: What comes before Math? Answer: History
12:30	History	Question 4: What is the last class of the day?

Answer: Math

1:30 Math

3:00 Bus

Question 5: What is first on this schedule?

Answer: Home Room

Home Room

Library

Lunch

History Class / Social Studies

Math Class

Go home on the bus

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

Choose one activity for standard 3

3.8 Use feedback and multiple drafts to revise text for specific purposes e.g., clarity of ideas, organization, word choice, fluency.

1. Given five sentences, read to him/her two different ways, TSW indicate which makes the most sense in each case.
2. Given five photographs from magazines and newspapers and gender pronouns, TSW indicate which are male and female specific.

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

Choose one activity for standard 6

6.1 Use grade- appropriate conventions of grammar i.e., capitalization: dialogue, title of people and things; punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; usage: double negatives.

1. Given five sets (two choices of sentences each), TSW indicate which is a question (Total of 5).

2. Given five nouns (proper and otherwise), TSW indicate which ones need to be capitalized (Total of 5).

6.2 Use sentence structure i.e., simple, compound, complex.

1. Given five examples of exclamatory sentences and questions, TSW identify which needs an exclamation point and which need a question mark.

Mathematics – Grade 8

Math Standard 1 Activities: Students understand and use basic and advanced concepts of number and number systems.
1.8 Solve real-world problems using integers, fractions, decimals, and percents.

This Prescribed Anchor Item must be used for standard 1

Activity: When requested, TSW give "more" or "less" of an item.

Materials: Gather concrete items that the student is used to working with for counting. For example:

- Pennies Cheetos™ Chips
- Counting squares
- Geometric shapes

Teacher behavior:
Provide the student with concrete items in natural situations and ask the questions provided, in random order. Note: Natural settings would include math class, Home Economics, lunchroom, etc.

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".

Questions:

1. We are both should have equal amounts. If I have twelve dimes and you have ten, which one of us needs to have "more"?

2. If I have 13 Cheetos™ (or other food item) and you have 11, which one of us has "less"?

3. Using quarters for the vending machine: Pop or water is 75 cents (or 3 quarters). If you have 50 cents (or 2 quarters) do you need one more or one less, to buy the drink? (Note: This question can be modified to fit the price of your vending machine).

4. In two separate sets, present four dimes and two quarters, and then say, "Here are four dimes and here are two quarters. Which set needs "more" to make them equal in value?"

5. In two separate piles, present a food (pretzels, cereal, lunch item, etc.) or non-food item (craft item, dry laundry soap, etc.). In one pile use 1/3 cup of selected item and in the other pile use 1 cup of selected item. Ask, "Which of these has "less"?
   Note: You can use two of the same size holding containers to reduce mess such as plates or plastic containers.

6. **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 standards 2

2.1 Make observations about relationships between two- and three- dimensional figures e.g., a cube is made with six squares.

1. Given five, three- dimensional shapes and pictures of a variety of three-dimensional shapes, TSW link the correct shape to the appropriate picture (e.g., triangle shape to picture of a pyramid).
2. Given five basic shapes, TSW correctly name each shape.
3. Given five sets of a concrete object and two pictures (one that matches the item and one that does not), TSW indicate which picture goes with the object.
4. Given sets of five solid shapes, TSW sort the shapes into like groups.
5. TSW locate five square items in the school environment.

2.2 Classify triangles based on side and angle measurements, i.e., scalene, isosceles, equilateral, acute, obtuse, and right.

1. Given five sets of two pictures (one of a triangle), TSW indicate which is a triangle.
2. Given five pictures of two different angles, TSW point to the right angle in each.

2.4 Identify relationships between congruent figures and similar figures.

1. Given ten shapes of five different sizes, TSW sort the shapes into five sets of pairs.
2. Given sets of five shapes of different sizes, TSW sort the shapes into size groups.
3. Given five sets of two shapes each, TSW indicate whether the shapes are the same or different.
4. Given three shapes, TSW will find the two that match, over five trials.

2.6 Build and sketch three-dimensional solids, e.g., using nets, manipulatives.

1. Given five connecting blocks, TSW connect all of the blocks together.
2. Given five blocks, TSW stack all five blocks to build a tower.

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

Choose one activity for standards 3

3.2 Determine possible outcomes using organized lists, tree diagrams, or Venn diagrams.

1. Using a job chart, TSW make five marks to show completed jobs.
2. Given game with a spinner, TSW turn take for five repetitions.
3. Given a bar graph, TSW will indicate upon request which bar is tallest/shortest, over five trials.

3.3 Formulate hypothesis, conduct probability experiments, and draw conclusions from results.

1. When shown five sets of three- consecutive days of weather, TSW predict what kind of weather will occur on the fourth day, in each case.
2. Given five objects, TSW list two ways in which each object is different/similar.

3. Given five sets of four pictures (two which are sequenced already), TSW choose the next picture in each sequence.

4. When shown five pictures of weather conditions and pictures of different types of clothing, TSW match the clothing need to the condition (e.g., winter coat with snow).

5. Given three different colored chips in a bag, TSW guess what color chip he/she will draw out, over five trials.

3.4 Compute probabilities for simple events.

1. Given a coin, TSW indicate how many times the coin landed on "heads" out of ten trials.

2. TSW make a tally mark for each of five designated occurrences in an event (e.g., each basket made by John in basketball).

3.5 Calculate and compare information provided by the mean, median, mode, and range of a set of data.

1. Given five sets of five numbers each (two that are alike), TSW find the number that was presented twice, in each case.

2. Given five numbers from high to low, TSW indicate which is the middle number.

3. Given a line of three objects, TSW indicate which one is in the middle, over five trials.

3.7 Explain inferences made from statistical information.

1. When doing a survey of ten students, TSW tally how many students like milk vs. Kool-aid to drink.

2. When doing a classroom survey of ten people, TSW tally numbers of students who like (yes) Kool-aid, and (no) for those who do not.

3. Given a chart stating five different numbers of needed items by choice (white milk vs. chocolate), TSW collect the appropriate number of needed items.

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 a measurement to the degree of precision that the tool provides.

1. Given five examples of recipes requiring an oven, TSW set the correct oven temperature for each.

2. Using a ruler as a unit of measurement, TSW guess the length of five items.

3. Given a variety of five measuring tools, TSW indicate which is appropriate to measure what concrete item, from a choice of two each.

4.2 Convert unit measurements within the same system (metric and standard) when solving problems.

1. Given coins and five money amounts requested, TSW combine two coins to make the required amounts (e.g., 10 cents= 2 nickels).

2. Given a five item recipe, TSW double the recipe correctly from a choice of two possibilities per item.

3. TSW use five different coin combinations to make amounts equal to $1.

4. Given five problems, TSW determine which time increment is "longer" from choices of two options (e.g., week or month).

4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem.

1. Given five items and examples of two different measuring tools, TSW choose the appropriate tool (e.g., measuring cup, ruler, square tile) in each case.

2. Given a series of measuring tools, TSW select the correct measuring cup when asked to measure the sugar for baking.

3. Given two bars of different lengths, TSW indicate the longest/shortest upon request, over five trials.

4.4 Select and use appropriate tools to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume.

1. Given five bars of different length, TSW order the bars correctly from longest to shortest.

2. Given five recipes and examples of two different measuring tools, TSW choose the appropriate measurement tool for each(e.g., measuring cup, ruler, square tile).

3. Given five different items to measure, TSW indicate the correct measuring tool from a choice of two in each case.

4. Given a series of measuring tools, TSW select the ruler when asked to measure the length of something, over five trials.

4.5 Solve problems involving scale factors, using ratio and proportion.

1. Given five problems with a variety of proportions of objects per two people, TSW determine whether the proportions are the same or different.

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

Choose one activity for standard 5

5.1 Create tables and graphs to analyze and describe patterns.

1. Given five sets of data and a choice of two different graph types, TSW choose the graph that will be most appropriate for the data, in each case.

2. Given five different bar graphs depicting class choices of soda, TSW indicate which bar represents the "most" in each case.

3. Given five different bar graphs depicting class choices of soda, TSW indicate which bar represents the "least".

5.3 Apply the order of operations and the commutative, associative, and distributive properties to evaluate numeric expressions.

1. Given five problems, TSW determine the amount of money needed to purchase multiple items at a given price.

2. Given five written addition problems with numbers one-five, TSW correctly solve each problem.

3. Given five problems involving the amount of people who will be eating at a given meal, TSW count out the number of plates needed, in each case.

4. Given five containers and five objects, TSW place one object in each container.

5.4 Use inverse operations and properties of equality to solve one-step equations and inequalities in one variable.

1. Given a number line and five numbers, TSW place the numbers in the correct order on the number line.

2. Given five sets of two separate piles of concrete items, TSW determine which pile has “more” and which has “less”.

3. Given ten objects and five containers, TSW place two objects into each container.

5.5 Write one-step equations and inequalities to represent problem situations.

1. Given a variety of coins, TSW determine the total amount of five different combinations.

2. Given five problems with an amount (under 15), TSW indicate how much is “one more”.

3. Given five problems with an amount (under 15), TSW indicate how much is “one less”.

SCIENCE IS CURRENTLY UNDER REVISION