



National Center and State Collaborative

NCSC AA-AAS

Directions for Test Administration

Mathematics

Grade 6 Sample Items

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Purpose

The Directions for Test Administration (DTA) provide the Test Administrator (TA) of the NCSC AA-AAS specific instructions for administration of a particular test. Each DTA provides the exact wording of the items to be used by the TA.

Directions

1. **Know and follow all directions for test administration** provided in this *Directions for Test Administration* (DTA).
2. Read the directions, items, and answer option text **exactly as written** using a consistent rate of reading and tone of voice.
3. Alternative Text, describing a graphic or associated with response options, is bracketed and written in italics. Two types of Alternative Text are provided in the DTA:
 - a. Alternative Text for students who are blind or have a visual impairment that requires that graphics be described. This Alternative Text includes descriptive statements for tables, charts, graphs, math flow, and any graphics necessary for appropriate interaction with the items to be described.
 - b. Additional Alternative Text includes standardized descriptive statements for tables, charts, graphs, timelines and math flow that is to be read aloud to ALL students.

Guidelines

1. “Cueing” must be deliberately avoided. Cueing might include **voice, rate of reading, or body language that would suggest a preference or indicate a correct response**. TA must use a consistent voice, rate of reading, and body language during oral presentation. This is difficult to do well and must be practiced as part of standardizing the administration of a standardized test.
2. Alternative text, items, and answer options may be read again if the student requests.
3. The TA may **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”) but not confirm the correctness or incorrectness of the student’s response.

Selected-response Items

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Item stimulus (which may include a sample, picture, graphic, equation, formula or other illustration)
- Item question
- Answer options are lettered and presented in stacked formation.

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs may enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and Assistive Technology (AT) used routinely for instruction are available to support the student in communicating responses. With the exception of No Calculator items as noted on item in the DTA, students may be provided with a calculator they typically use during instruction on the mathematics test.

Mathematics Selected-response Item Example

The NCSC AA-AAS test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and not every degree of complexity is represented.

The following mathematics item example identifies the components of a selected-response item.

This item is about finding the mean of a set of data. ← TA reads item direction to the student.

The mean is the average of the numbers in a set of data. ← TA reads item direction to the student.

This data table shows the number of algebra problems Chris did for homework each of 4 days last week.

Point to and read the data table to the student. ← Directions for TA to point to and read the data table.

TA reads the alternative text to the student to describe the chart.

[For all students, read "This is a data table titled Number of Algebra Problems. It shows the number of problems Chris completed for each day for homework. Five problems were completed on Monday, four problems were completed on Tuesday, five problems were completed on Wednesday, and six problems were completed on Thursday."]

Number of Algebra Problems

Day	Number of Problems
Monday	5
Tuesday	4
Wednesday	5
Thursday	6

TA reads item text to the student. →

To find the mean, add all of the values in the list and divide the sum by the number of values.

To find the mean number of problems, first add all of the values.

Point to and read the equation to the student. ← Direction for TA to point to and read the equation.

[For all students, read "Five plus four plus five plus six equals twenty."] ← TA reads the alternative text to the student to describe the equation.

$5 + 4 + 5 + 6 = 20$

Then divided the sum by the number of values. There are 4 values, so divide 20 by 4.

Point to and read the equation to the student. ← Direction for TA to point to and read the equation.

[For all students, read "Twenty divided by four equals five."] ← TA reads the alternative text to the student to describe the equation.

$20 \div 4 = 5$

The mean number of problems is 5.

This is another data table. ← TA reads item text to the student.

This data table shows the number of magazine articles Jan read 4 days last week.

Point to and read the data table to the student. ← Direction for TA to point to and read the data table.

TA reads the alternative text to the student to describe the chart.

[For all students, read "This is a data table titled Number of Magazine Articles. It shows the number of articles Jan read for four days last week. Four articles were on Monday, two articles were read on Tuesday, four articles were read on Wednesday, and six articles were read on Thursday."]

Number of Magazine Articles

Day	Number of Articles
Monday	4
Tuesday	2
Wednesday	4
Thursday	6

TA reads item text to the student.

What is the mean number of articles Jan read each day last week?

Point to and read each option to the student. ← Direction for TA to point to and read each answer option.

- A. 4 articles
- B. 6 articles
- C. 16 articles

TA reads answer options to the student.

Calculator may be used on this item.

Sample Item 1

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

Point to and read the ratio to the student.

[For all students, read "six to one."]

6 : 1

June learned 60 new vocabulary words.

How many chapters did June have to read to learn 60 new vocabulary words?

Point to and read each option to the student.

A. 3 chapters

B. 6 chapters

C. 10 chapters

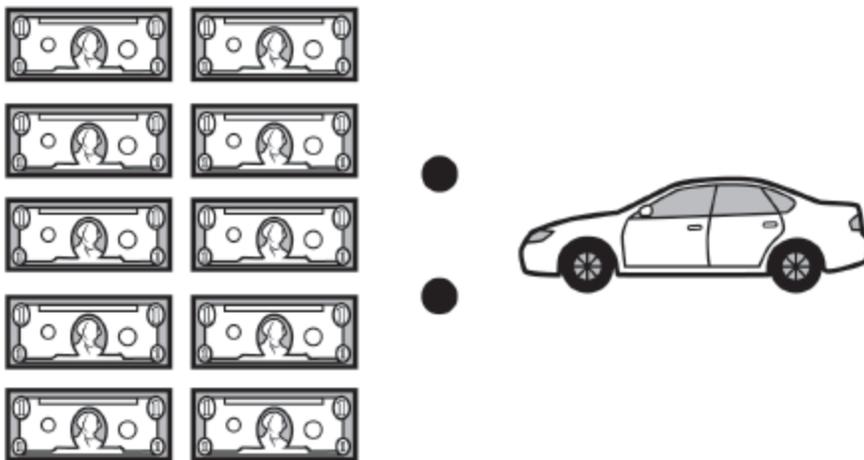
Calculator may be used on this item.

Sample Item 2

This item is about solving a problem using a ratio.

Connie earned \$10 for every car she washed.

Point to the picture.



10:1

This is a ratio of 10 dollars earned for 1 car washed.

Point to and read each number in the ratio to the student.

[For all students, read “ten to one.”]

10 : 1

How many dollars did Connie earn by washing 3 cars?

Point to and read each option to the student.

A. \$10

B. \$11

C. \$30

Calculator may be used on this item.

Sample Item 3

This item is about solving a problem using a ratio.

The students in Ms. Victor's class collected books.

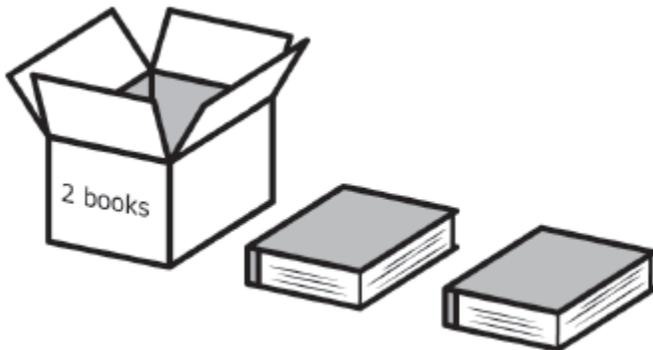
There are three boxes.

Point to the picture of the three boxes..



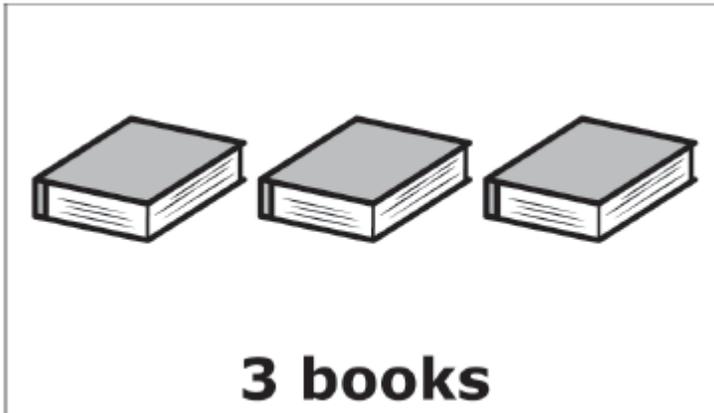
Each box holds 2 books.

Point to the picture.



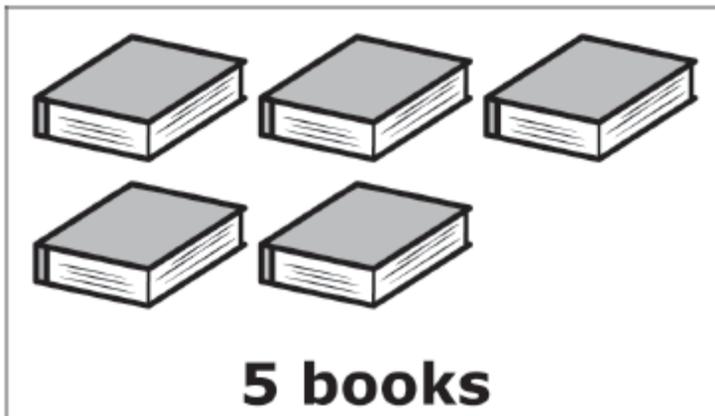
How many total books did the students put in to fill the 3 boxes?

[For students with visual impairment, read "A. Three books."]



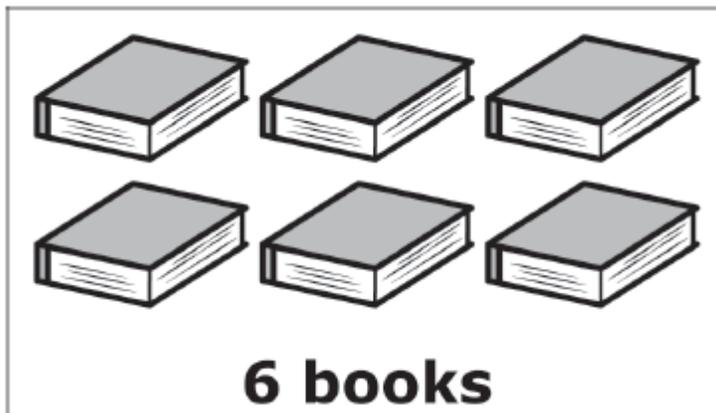
A.

[For students with visual impairment, read "B. Five books."]



B.

[For students with visual impairment, read "C. Six books."]



C.