

***NCEXTEND1* High School Mathematics Sample 1**

Manipulatives: Provided by NCDPI:

- Card A: .53429
- Card B: 5.3429
- Card C: 53.429

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- SAY: **“Which card shows the largest number?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“This says point five three four two nine. This says five point three four two nine. This says five three point four two nine.**
- SAY: **“Which card shows the largest number? Show me the largest number.”**

Scoring

- Score as correct if the student independently indicates the **“53.429”** card or the object symbol for **“53.429.”**
- Score as incorrect if the student indicates anything other than the **“53.429”** card or the object symbol for **“53.429.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

***NCEXTEND1* High School Mathematics Sample 1 Student
Response Cards**

$.53429$

Card A

5.3429

Card B

53.429

Card C

NCEXTEND1 High School Mathematics Sample 2

Manipulatives: Provided by NCDPI:

- Stimulus 1:
$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$
- Card A: 18
- Card B: 62
- Card C: 72

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- Present Stimulus 1:
 - 12
 - $$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$
- SAY: **“Here is a multiplication problem. Which card shows the correct answer?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“This says eighteen. This says sixty-two. This says seventy-two.”**
- SAY: **“Which card shows the correct answer? Show me the correct answer to the problem.”**

Scoring

- Score as correct if the student independently indicates the “72” card or the object symbol for “72.”
- Score as incorrect if the student indicates anything other than the “72” card or the object symbol for “72.”
- If the student does not respond, the administrator may repeat the directions to the student two additional times.

- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

***NCEXTEND1* High School Mathematics Sample 2 Student
Response Cards**

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

Stimulus 1

18

Card A

62

Card B

72

Card C

NCEXTEND1 High School Mathematics Sample 3

Manipulatives: Provided by NCDPI:

- Stimulus 1: labeled 4 x 9 rectangle
- Card A: labeled 6 x 6 square
- Card B: labeled 6 x 9 rectangle
- Card C: labeled 9 x 9 square

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

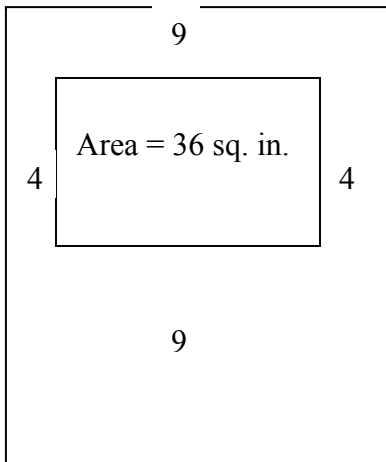
Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- Present Stimulus 1
 - labeled 4 x 9 rectangle
- SAY: **“This is a rectangle with an area of 36 square inches. Which shape has the same area as this shape?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“Which shape has the same area as this shape?” (Point to stimulus 1.) Show me the shape with the same area as this.” (Point to stimulus 1.)**

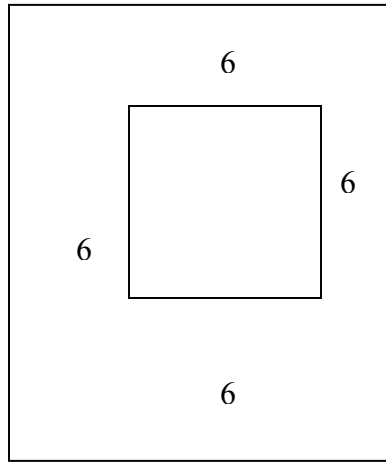
Scoring

- Score as correct if the student independently indicates the **“labeled 6 x 6 square”** card or the object symbol for **“labeled 6 x 6 square.”**
- Score as incorrect if the student indicates anything other than the **“labeled 6 x 6 square”** card or the object symbol for **“labeled 6 x 6 square.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

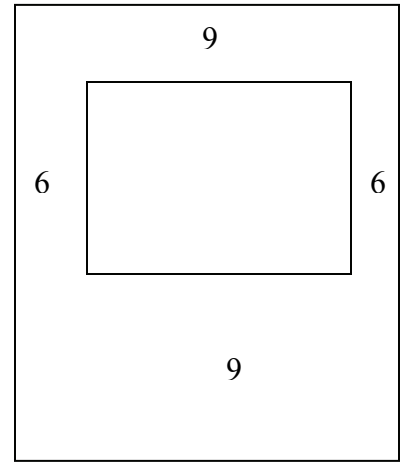
***NCEXTEND1* High School Mathematics Sample 3 Student Response Cards**



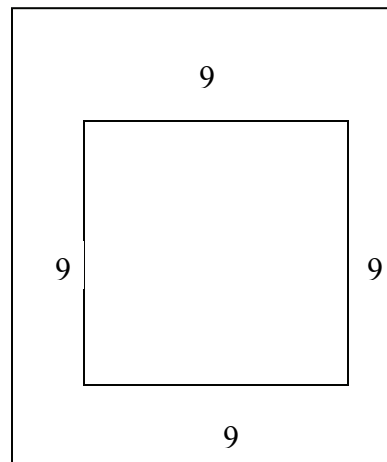
Stimulus 1



Card A



Card B



Card C

NCEXTEND1 High School Mathematics Sample 4

Manipulatives: Provided by NCDPI:

- Stimulus 1: Pattern: pencil, book, book, shoe, pencil, book, book, shoe, pencil, book, book, shoe
- Card A: pencil
- Card B: book
- Card C: shoe

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the math item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. ***The item may be read as many times as necessary.***
- While presenting the item to the student, Assessor 1 may point to text and/or pictures.
- Assessor 1 may NOT rephrase any part of the item or add any language to the item.

Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

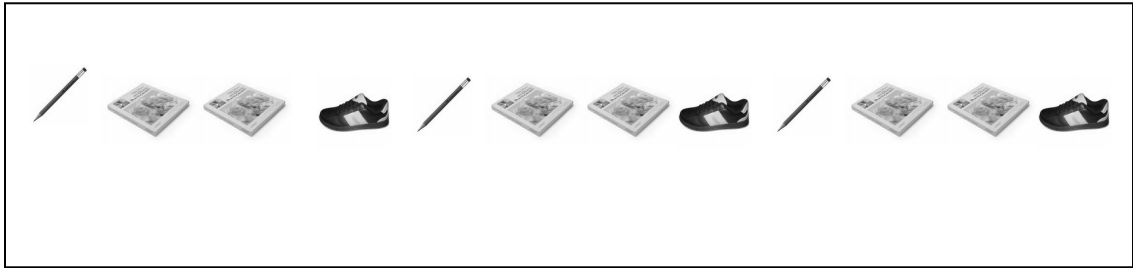
- Present Stimulus 1:
 - Pattern: pencil, book, book, shoe, pencil, book, book, shoe, pencil, book, book, shoe
- SAY: **“Here is a pattern.” (Name each object in the complete pattern shown.) Which item goes next in the pattern?”**
- Present cards in the following order:
 - Card A
 - Card B
 - Card C
- SAY: **“This is a pencil. This is a book. This is a shoe.”**
- SAY: **“Which item goes next in the pattern? Show me what goes next in the pattern.”**

Scoring

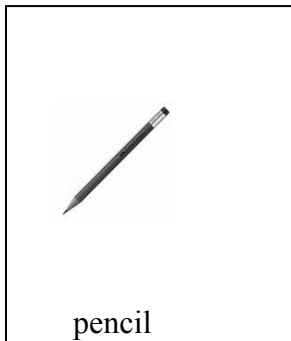
- Score as correct if the student independently indicates the **“pencil”** card or the object symbol for **“pencil.”**
- Score as incorrect if the student indicates anything other than the **“pencil”** card or the object symbol for **“pencil.”**
- If the student does not respond, the administrator may repeat the directions to the student two additional times.

- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

***NCEXTEND1* High School Mathematics Sample 4 Student Response Cards**



Stimulus 1



pencil

Card A



book

Card B



shoe

Card C