Item 1

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic showing 15 eggs
- Stem: “How many eggs does Sam have left?”
- A: 8
- B: 9
- C: 21

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: “This shows 15 eggs. Sam used 6 eggs to make cookies.”
- The assessor presents and reads the stem.
- The assessor says: “How many eggs does Sam have left?”
- The assessor presents the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “8” (B) “9” (C) “21”
- The assessor says: “How many eggs does Sam have left? Select an answer.”
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: “Let’s try again. This shows 15 eggs. Sam used 6 eggs to make cookies.”
- The assessor presents and reads the stem.
- The assessor says: “How many eggs does Sam have left?”
- The assessor presents the answer choices in the following order.
  - If A was removed: The assessor says: (B) “9” (C) “21”
  - If C was removed: The assessor says: (A) “8” (B) “9”
- The assessor says: “How many eggs does Sam have left? Select an answer.”
- The assessor and student continue to the next item.
Item 2

Test Cards: Provided by NCDPI

- Stem: “Which heart shows a line of symmetry?”
- A: a picture of a heart with a diagonal line
- B: a picture of a heart with a horizontal line
- C: a picture of a heart with a vertical line

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: “Which heart shows a line of symmetry?”
- The assessor presents the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: “Which heart shows a line of symmetry? Select an answer.”
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
## Trial 2

1. The assessor presents and reads the stem.
2. The assessor says: **“Let’s try again. Which heart shows a line of symmetry?”**
3. The assessor presents the answer choices in the following order.
   - If A was removed, the assessor presents B, then C.
   - If B was removed, the assessor presents A, then C.
4. The assessor says: **“Which heart shows a line of symmetry? Select an answer.”**
5. The assessor and student continue to the next item.
Item 3

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting a number line from 10 to 30
- Stem: “What is 16 rounded to the nearest ten?”
- A: 10
- B: 20
- C: 30

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

<table>
<thead>
<tr>
<th>Trial 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The assessor presents and reads the stimulus.</td>
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<tr>
<td>• The assessor says: <strong>This shows 16 on a number line from 10 to 30.</strong></td>
</tr>
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</tr>
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</tr>
<tr>
<td>• The assessor says: (A) “10” (B) “20” (C) “30”</td>
</tr>
<tr>
<td>• The assessor says: <strong>What is 16 rounded to the nearest ten? Select an answer.</strong></td>
</tr>
<tr>
<td>• If the student answers correctly, the assessor presents the next item.</td>
</tr>
<tr>
<td>• If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.</td>
</tr>
<tr>
<td>• If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.</td>
</tr>
</tbody>
</table>
### Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **“Let’s try again. This shows 16 on a number line from 10 to 30.”**
- The assessor presents and reads the stem.
- The assessor says: **“What is 16 rounded to the nearest ten?”**
- The assessor presents the answer choices in the following order.
  - **If A was removed**
    - The assessor says: (B) “20” (C) “30”
  - **If C was removed**
    - The assessor says: (A) “10” (B) “20”
- The assessor and says: **“What is 16 rounded to the nearest ten? Select an answer.”**
- The assessor and student continue to the next item.
Item 4

Test Cards: Provided by NCDPI

- Stem: “Which circle is \( \frac{1}{2} \) shaded?”
- A: graphic of circle \( \frac{1}{3} \) shaded
- B: graphic of circle \( \frac{1}{4} \) shaded
- C: graphic of circle \( \frac{1}{2} \) shaded

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

**Trial 1**

- The assessor presents and reads the stem.
- The assessor says: **Which circle is \( \frac{1}{2} \) shaded?**
- The assessor presents the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: **Which circle is \( \frac{1}{2} \) shaded? Select an answer.**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
**Trial 2**

- The assessor presents and reads the stem.
- The assessor says: **“Let’s try again. Which circle is \( \frac{1}{2} \) shaded?”**
- The assessor presents the answer choices in the following order.  
  *If A was removed, the assessor presents B, then C.*  
  *If B was removed, the assessor presents A, then C.*
- The assessor says: **“Which circle is \( \frac{1}{2} \) shaded? Select an answer.”**
- The assessor and student continue to the next item.
### Item 5

**Test Cards: Provided by NCDPI**

- **Stem:** “Which shape has 5 angles?”
- **A:** pentagon
- **B:** rhombus
- **C:** square

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)*

**Trial 1**

- The assessor presents and reads the stem.
- The assessor says: **“Which shape has 5 angles?”**
- The assessor presents and reads the answer choices in the following order (**Choice A**, **Choice B**, **Choice C**).
- The assessor says: (A) **“pentagon”** (B) **“rhombus”** (C) **“square”**
- The assessor says: **“Which shape has 5 angles? Select an answer.”**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
Trial 2

- The assessor presents and reads the stem.
- The assessor says: “Let’s try again. Which shape has 5 angles?”
- The assessor presents the answer choices in the following order.
  - If B was removed
    - The assessor says: (A) “pentagon” (C) “square”
  - If C was removed
    - The assessor says: (A) “pentagon” (B) “rhombus”
- The assessor says: “Which shape has 5 angles? Select an answer.”
- The assessor ends the presentation of the sample items.
This shows 15 eggs.

Sam used 6 eggs to make cookies.
How many eggs does Sam have left?
Which heart shows a line of symmetry?
This shows 16 on a number line from 10 to 30.
What is 16 rounded to the nearest ten?
Which circle is \( \frac{1}{2} \) shaded?
Which shape has 5 angles?
pentagon
rhombus
square