Item 1

Test Cards: Provided by NCDPI

- Stem: “What is $2 \times 5$?”
- A: 10
- B: 7
- C: 3

*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: “What is $2 \times 5$?”
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “10” (B) “7” (C) “3”
- The assessor says: “What is $2 \times 5$? 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. What is 2 × 5?”**
- The assessor presents the answer choices in the following order.
  - **If B was removed**
    The assessor says: (A) **“10”** (C) **“3”**
  - **If C was removed**
    The assessor says: (A) **“10”** (B) **“7”**
    The assessor says: **“What is 2 × 5? Select an answer.”**
- The assessor and student continue to the next item.
Item 2

Test Cards: Provided by NCDPI

- **Stimulus:** a scripted bar graph
- **Stem:** “How many more miles did John run on Thursday than on Friday?”
- **A:** 1 mile
- **B:** 2 miles
- **C:** 3 miles

*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 bar graph shows the number of miles John ran each day, Monday through Friday.*
- The assessor presents and reads the stem.
- The assessor says: *How many more miles did John run on Thursday than on Friday?*
- The assessor presents and reads the answer choices in the following order *(Choice A, Choice B, Choice C).*
- The assessor says: *(A) “1 mile” (B) “2 miles” (C) “3 miles”*
- The assessor says: *How many more miles did John run on Thursday than on Friday? 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 bar graph shows the number of miles John ran each day, Monday through Friday.”**
- The assessor presents and reads the stem.
- The assessor says: **“How many more miles did John run on Thursday than on Friday?”**
- The assessor presents the answer choices in the following order.
  - **If A was removed**
    - The assessor says: (B) “2 miles” (C) “3 miles”
  - **If C was removed**
    - The assessor says: (A) “1 mile” (B) “2 miles”
- The assessor says: **“How many more miles did John run on Thursday than on Friday? Select an answer.”**
- The assessor and student continue to the next item.
Item 3

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting 47 cubes
- Stem: “Which amount is equal to 4 tens and 7 ones?”
- A: 2 tens and 27 ones
- B: 2 tens and 17 ones
- C: 2 tens and 7 ones

*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>
</tr>
<tr>
<td>The assessor says: <strong>This shows 4 tens and 7 ones.</strong></td>
</tr>
<tr>
<td>The assessor presents and reads the stem.</td>
</tr>
<tr>
<td>The assessor says: <strong>Which amount is equal to 4 tens and 7 ones?</strong></td>
</tr>
<tr>
<td>The assessor presents and reads the answer choices in the following order (<strong>Choice A, Choice B, Choice C</strong>).</td>
</tr>
<tr>
<td>The assessor says: (A) <strong>“2 tens and 27 ones”</strong> (B) <strong>“2 tens and 17 ones”</strong> (C) <strong>“2 tens and 7 ones”</strong></td>
</tr>
<tr>
<td>The assessor says: <strong>Which amount is equal to 4 tens and 7 ones? 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 4 tens and 7 ones.”
- The assessor presents and reads the stem.
- The assessor says: “Which amount is equal to 4 tens and 7 ones?
- The assessor presents the answer choices in the following order.
  - If B was removed
    The assessor says: (A) “2 tens and 27 ones” (C) “2 tens and 7 ones”
  - If C was removed
    The assessor says: (A) “2 tens and 27 ones” (B) “2 tens and 17 ones”
- The assessor says: “Which amount is equal to 4 tens and 7 ones? Select an answer.”
- The assessor and student continue to the next item.
Item 4

Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a numerical pattern
- Stem: “Which number comes next in the pattern?”
- A: 13
- B: 14
- C: 15

*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 a pattern, 3, 6, 9, 12, ____.”
- The assessor presents and reads the stem.
- The assessor says: “Which number comes next in the pattern?”
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “13” (B) “14” (C) “15”
- The assessor says: “Which number comes next in the pattern? 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 a pattern, 3, 6, 9, 12, ____.”
- The assessor presents and reads the stem.
- The assessor says: “Which number comes next in the pattern?”
- The assessor presents the answer choices in the following order.
  - If A was removed
    The assessor says: (B) “14” (C) “15”
  - If B was removed
    The assessor says: (A) “13” (C) “15”
- The assessor says: “Which number comes next in the pattern? Select an answer.”
- The assessor and student continue to the next item.
### Item 5

**Test Cards:** Provided by NCDPI

- **Stimulus:** a scripted presentation of a parallelogram and a square
- **Stem:** “Which shape also has 4 corners and 4 sides?”
- **A:** triangle
- **B:** pentagon
- **C:** rectangle

*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 a parallelogram and a square. Both have 4 corners and 4 sides.”**
- The assessor presents and reads the stem.
- The assessor says: **“Which shape also has 4 corners and 4 sides?”**
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “triangle” (B) “pentagon” (C) “rectangle”
- The assessor says: **“Which shape also has 4 corners and 4 sides? 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 stimulus.
- The assessor says: “Let’s try again. This shows a parallelogram and a square. Both have 4 corners and 4 sides.”
- The assessor presents and reads the stem.
- The assessor says: “Which shape also has 4 corners and 4 sides?”
- The assessor presents the answer choices in the following order.
  - If A was removed
    The assessor says: (B) “pentagon” (C) “rectangle”
  - If B was removed
    The assessor says: (A) “triangle” (C) “rectangle”
- The assessor says: “Which shape also has 4 corners and 4 sides? Select an answer.”
- The assessor ends the presentation of the sample items.
What is $2 \times 5$?
10
3
This bar graph shows the number of miles John ran each day, Monday through Friday.
How many more miles did John run on Thursday than on Friday?
1 mile
2 miles
3 miles
This shows 4 tens and 7 ones.
Which amount is equal to 4 tens and 7 ones?
2 tens and 27 ones
2 tens and 17 ones
2 tens and 7 ones
This shows a pattern.

3, 6, 9, 12, ___
Which number comes next in the pattern?
15
This shows a parallelogram and a square. Both have 4 corners and 4 sides.
Which shape also has 4 corners and 4 sides?
triangle
pentagon
rectangle