D.A.A.T.A.

Developing Alternate Assessment Technical Adequacy

Mathematics Performance Assessment

Teacher Administration Booklet

Teacher Name:_____State:_____

Student First Name:_____Last Name:_____

Directions

- ✓ Locate the visual aids from the Mathematics Performance Assessment Materials Packet. Each task has a corresponding page of visual aids. Task numbers correspond with the task numbers on each page of the Materials Packet.

- ✓ Collect materials and have them ready to use in the order of the tasks. You may find it easier to cut out the pictures before presenting them to the student.

- ✓ Review the set-up and prompts for each task in the Mathematics Performance Assessment Teacher Booklet (this booklet).

- ✓ Create a one-on-one setting with your student away from external distractions.

- ✓ Administer the Mathematics Performance Assessment tasks. There is one task per page.

- ✓ Follow the directions for set-up and administration of each task
    - Present the materials as indicated
    - Read aloud the **BOLD** directions and the prompt for each task
    - You may repeat the prompt, if needed, but please read the directions and the prompt as written in **BOLD**

- ✓ Please note any use of assistive technology or other accommodations.

- ✓ Mark the Scoring section with a '1' for correct responses and a '0' for incorrect responses.

Task 1: Counting – Money (PA5)

Materials:
- ❖ Picture card of 1 nickel and 8 pennies.

Set up:
- ✓ Point to the nickel on the picture card.
- ✓ **Say: You have five cents.**
- ✓ Point to pennies *(Do not indicate the amount)*

Prompt:	Skill Assessed
Count out loud to find how much money you have altogether. Five, six…	Counts total amount starting with a bridge
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Counts to thirteen = 1 point Counts 8 pennies = 0 points Counts to fourteen = 0 points	

Task 2: Calculation – Word Story (PA10)

Materials:
- ❖ Picture card of a CD with twelve, one-dollar bills and the picture card of pack of markers with four, one-dollar bills.
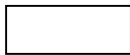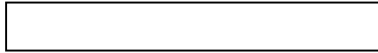
Set up:
- ✓ Present picture cards (CD with 12 dollar bills, pack of markers with four dollar bills)
- ✓ **Say: You want to buy a CD and a pack of markers at the store.**
- ✓ Point to the CD card.
- ✓ **Say: The CD costs twelve dollars.**
- ✓ Point to the pack of markers card.
- ✓ **Say: The pack of markers costs four dollars.**

Prompt:	Skill Assessed
How much money do they cost altogether?	Adds two numbers below 19 in a word story problem
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Says $16 = 1 point Says $4 = 0 points	

Task 3: Measurement – Compare Lengths (PA11)

Materials:
- ❖ Pictures of four rulers (12 inches, 7 inches, 9 inches, 3 inches).

Set up:
- ✓ Present pictures of four different rulers (12 inches, 7 inches, 9 inches, 3 inches)
- ✓ **Say: You need to measure the length of your desk. Here are four rulers with different lengths.**

Prompt:	Skill Assessed
Which ruler is the longest?	Selects longest item from array of 4 items
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Points to the 12 inch ruler = 1 point Indicates any other ruler = 0 points	

Task 4: Measurement – Identify Volume (PA14)

Materials:
- ❖ Pictures of measures: 3 one-cup measures (one with one cup of water, one with 3/4 cup of water, one with 1/2 cup of water), a teaspoon (filled with water)

Set up:
- ✓ Present 4 items (one-cup measure filled with water, one cup measure with 3/4 cup water, one cup measure with 1/2 cup water, and a teaspoon filled with water).
- ✓ **Say: Here are 3 measuring cups and a teaspoon with water** *(Do not say the amounts)*

Prompt:	Skill Assessed
Which one is three-quarters of a cup of water?	Identifies measured amount from array of cups and spoons
Possible Responses	**Enter Score Below (1 point or 0 points)**
Points to 3/4 cup of water = 1 point Points to teaspoon = 0 points Points to two cards = 0 points	

Task 5: Counting – Number Recognition (PA7)

Materials:

❖ Four number cards with animals: 14 dogs, 13 cats, 19 fish, 11 hamsters

Set up:

✓ Present 4 number cards with animals (14 dogs, 13 cats, 19 fish, 11 hamsters).

✓ **Say: This is the number of each kind of different animal students have in your grade. Fourteen students have dogs. Thirteen students have cats. Nineteen students have fish. Eleven students have hamsters.**

Prompt:	Skill Assessed
What is the animal that most students have?	Selects largest value from array of 4 unordered numbers
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Points to 19 fish = 1 point Says "fish" = 1 point Says "nineteen" = 0 points Says "cats" = 0 points	

Task 6: Counting – Number Recognition (PA25)

Materials:

❖ Four number cards with sports: 19 football, 13 basketball, 2 soccer, 7 baseball

Set up:

✓ Present 4 number cards with sports (19 football, 13 basketball, 2 soccer, 7 baseball).

✓ **Say: These are the numbers of different sports students in your grade like. Nineteen students like football, thirteen students like basketball, two students like soccer, and seven students like baseball.**

Prompt:	Skill Assessed
What is the sport the fewest students liked?	Selects smallest value from array of 4 unordered numbers
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Says "soccer" = 1 point Picks up or touches 2 = 1 point Says "two" = 0 points	

Task 7: Estimation – Time (PA3)

Materials:

❖ Four picture cards: clock with 9 hours shaded, clock with 1 hour shaded, monthly calendar with 2 days shaded, monthly calendar with 1 week shaded

Set up:

✓ Present the 4 picture cards (clock with 9 hours shaded, clock with 1 hour shaded, monthly calendar with 2 days shaded, monthly calendar with 1 week shaded)

✓ **Say: You are going to a store down the street.**

Prompt:	Skill Assessed
About how long do you think it will take? Nine hours, one hour, two days or one week?	Selects unit of time from array of four choices, to estimate duration of a task
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Points to one hour = 1 point Says: "one hour" = 1 point Points to nine hours = 0 points	

Task 8: Estimation – Time (PA12)

Materials:

❖ Table with four pictures, each showing a different activity and a time (playing baseball – 2 hours, watching a movie – 1 1/2 hours, working at school – six hours, cooking – 1 hour)

Set up:

✓ Present table showing different activities and lengths of the activities.

✓ **Say: This table shows how long different activities will take.** *(Do not name the activities)*

Prompt:	Skill Assessed
Which activity takes the longest time?	Selects activity that takes the least/most amount of time from a table of 4 choices
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Says or points to school = 1 point Says "watching a movie" = 0 points	

Task 9: Tables and Graphs – Reading and Interpreting (PA20)

Materials:

❖ Table showing slices of bread needed for making sandwiches

Slices of Bread Needed	Number of Sandwiches
6	3
10	5
14	7
18	9

Set up:

✓ Present table for making sandwiches. (*Do not read the numbers*)

✓ Point to the heading for 'number of sandwiches.'

✓ **Say: These are the different amounts of sandwiches you can make.**

✓ Point to the heading for 'slices of bread needed.'

✓ **Say: This is how many slices of bread you will need to make each amount of sandwiches.**

✓ Point to the row for 9 sandwiches.

Prompt:	Skill Assessed
How many slices of bread do you need to make 9 sandwiches?	Locates number that correlates with given number on a table
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Says or points to 18 = 1 point Says or points to 6 = 0 points	

Task 10: Tables and Graphs – Reading and Interpreting (PA19)

Materials:

- ❖ Bar chart showing the number of pizza slices sold in the lunchroom, with number 6 on bar and pizza slices counting up the bar from the 6, to indicate more slices sold.

Set up:

- ✓ Present a bar chart showing the number of pizza slices sold in the lunchroom.
- ✓ Point to the shaded area on the first bar.
- ✓ **Say: This shows 6 pizza slices that were sold.**
- ✓ Point to the pictures of pizza slices.
- ✓ **Say: Each pizza slice stands for one more pizza slice sold.**

Prompt:	Skill Assessed
Count out loud to see how many pizza slices were sold altogether. Six, seven, eight…	Counts items to determine quantity represented by bar graph
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
-graphic will determine correct answer-	

Task 11: Label Money (PA4)

Materials:
- ❖ Array of coins: one dime, one penny, one nickel, one quarter

Set up:
- ✓ Place the 4 different coins (dime, penny, nickel, quarter) in front of the student. (*Do not name the amounts or coin names*)

Prompt:	Skill Assessed
Which one is the quarter?	Selects quarter from array of 4 coins (all distracters are other coins).
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Says or points to quarter = 1 point Indicates dime and nickel = 0 points	

Task 12: Label Time (PA6)

Materials:
- ❖ Cards with digitally-displayed times: 1:00, 5:30, 1:30, 3:30

Set up:
- ✓ Place the 4 different cards (1:00, 5:30, 1:30, 3:30) in front of the student. (*Do not read the times*)

Prompt:	Skill Assessed
Which one is three thirty?	Selects digital time to half hour from array of 4 (all distracters are other cards).
Possible Responses	**Enter Score Below** **(1 point or 0 points)**
Touches or points to 3:30 card = 1 point Touches any other card = 0 points	