Mathematics Sample Tasks

Test Examiner Booklet

Georgia Alternate Assessment 2.0

GaDOE
Georgia Department of Education

Georgia Alternate Assessment 2.0
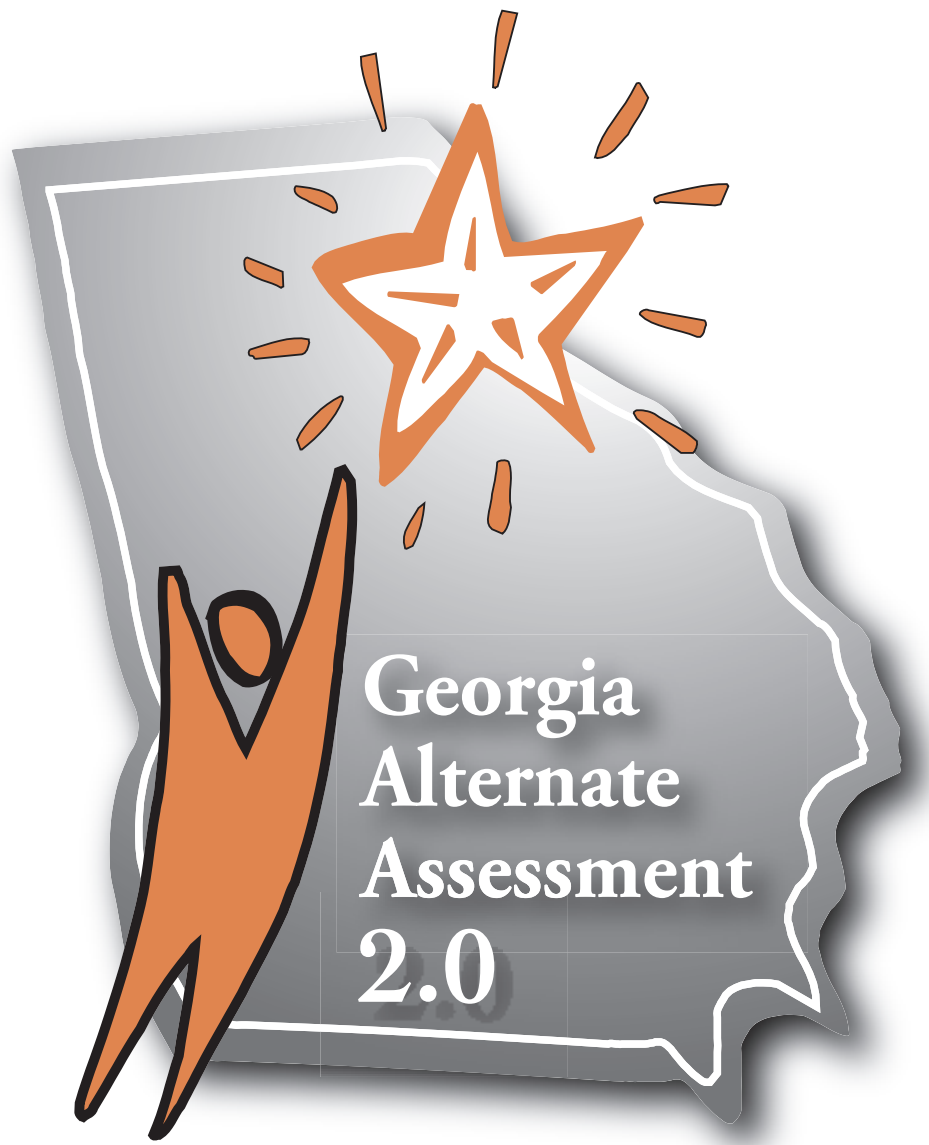
Guidelines for Administering the GAA 2.0

The Georgia Alternate Assessment 2.0 ensures that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the grade-level general education standards.

These guidelines include a brief description of important assessment features that you may utilize when presenting GAA 2.0 assessment tasks to a student.

Prior to administering this assessment, Test Examiners must also review the Test Administration Manual (TAM) for comprehensive and detailed assessment and administration information.

Key Terms

- **Test Examiner Booklet:** this provides a standardized script for Test Examiners to follow when administering an assessment task. The information in the Test Examiner Booklet is designed for the Test Examiner only, and should not be seen by the student.

- **SAY/DO:** these statements are instructions for the Test Examiner to follow.

SAY: **statements are in bold and provide the exact text that will be read aloud by the Test Examiner.**

DO: *statements provide instructions for what the Test Examiner needs to do during the administration.*

symbols provide instructions for the Test Examiner to present the next page in the Student Booklet.

- **Scaffolding:** this is support that is embedded in each task to increase a student's ability to access various levels of complexity within a task. If the student does not respond as indicated in the Test Examiner Booklet or does not provide a response at all, additional scaffolding will be provided. All scaffolding instructions are included in this booklet and offer the student an additional opportunity to demonstrate what they know and can do.

- **Student Booklet:** this contains student facing assessment materials that include passages, graphics, and answer choices. The Student Booklet only contains the text and graphics that the student needs to answer the question. It does not contain the Test Examiner's directions and administration information.

- **Answer Options:** these are labeled with A, B, or C. The answer options in the Student Booklet correspond with answer options that are provided in the Test Examiner Booklet. The Test Examiner should present answer options to the student in the same order they are presented in the Test Examiner Booklet.

- **Stopping Rule:** for students who do not have an observable response mode, the stopping rule provides a standardized procedure for Test Examiners to stop testing. The procedure for implementing the stopping rule is outlined in the Test Administration Manual (TAM).

Using the Test Examiner Booklet to Administer a Task

All tasks must be administered sequentially within a content area, and the scripted "SAY" and "DO" statements must be followed exactly.

The Test Examiner Booklet is designed to directly correspond to the Student Booklet. The text and graphics are presented in the same order in each book, allowing the Test Administrator to simply turn the pages of the Student Booklet as the corresponding text and graphics are presented. Test Examiners may also remove the pages from the Student Booklet to use during the assessment.

The parts of the Student Booklet are listed below. Information is provided to explain more about each part of the Student Booklet.

- **Scenario/Passage**
  Present and read the scenario or passage to the student.

  > **Examiner Option:** The Student Booklet pages associated with the **scenario** or **passage** can be removed from the Student Booklet and left on the student's work surface for reference during Part A, Part B, and Part C of the corresponding task.

  After all parts of the task are administered, remove the scenario or passage from the work surface entirely.

- **Parts A, B, and C**

  In the Test Examiner Booklet, any time there is a directive for the Test Examiner to point to something, particularly when administering the scaffolding, the corresponding graphic or text is to be presented to the student <u>by turning the pages</u> in the Student Booklet.

  > **Examiner Option:** The Test Examiner may also remove pages along the perforated edges from the Student Booklet to be laid out to view along with the answer options, as needed.

  > **Examiner Guidance:** All pages from the Student Booklet that correspond with a given task part (A, B, C) must be removed from the student's work surface before presenting the next part. For example, Student Booklet pages for Part A should be removed before introducing Part B.

  Answer options should only be cut apart if there is a disability-based need to do so and the answer options must be shown to students in the order in which they appear (A, B, C) in the Test Examiner Booklet and in the Student Booklet. If answer options are cut from the Student Test Booklet, ensure that the answer option letters (A, B, C) and the identifier remain with each choice for accuracy in recording student responses and to closely track all materials for return.

- **Graphics and Illustrations**

  Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

- **Student Response**

  Students may answer questions with any mode of communication. However, they should use the same response mode that they use in the classroom for this assessment. During test administration, the Test Examiner will record the student's responses on the Student Response Document. Once the assessment is complete, the Test Examiner will transcribe the student responses into the *Online Response Entry* application.

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Scenario

SAY: **Sometimes we divide whole things into equal parts. We use fractions to represent these parts.**

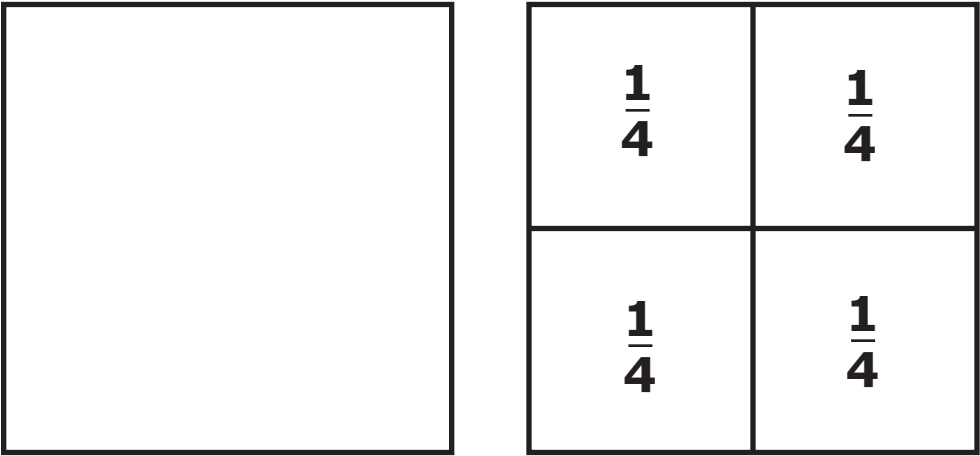*DO:* *Outline the first square with your finger as you read.*

SAY: **Here is a square.**

DO: *Point to each partitioned piece.*

SAY: **It has been divided into four equal parts. Each part is one of four parts that make up the whole square.**

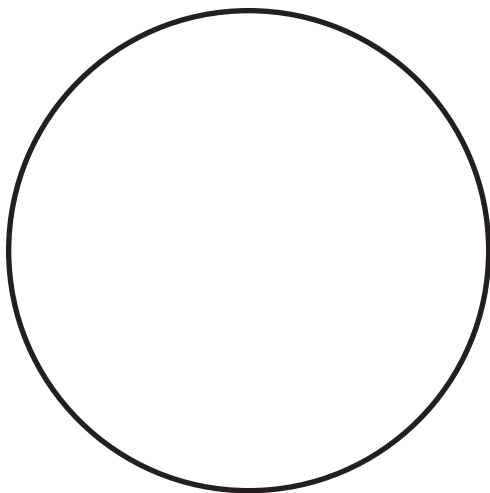*DO:* *Point to each part and fraction of the second square.*

SAY: **Each part is the same size. Each part is one-fourth of the whole.**

$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{4}$

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Part A. Low complexity/High support

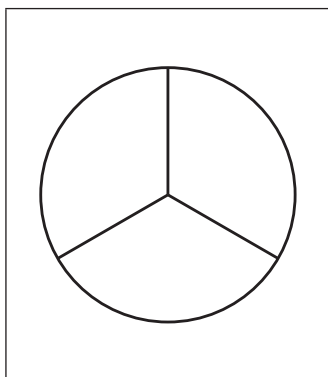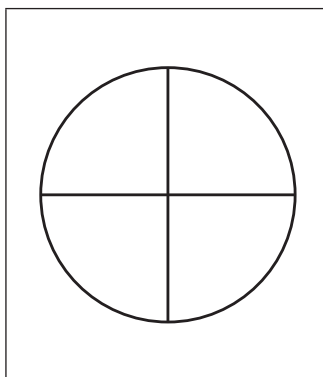| **DO:** | *Point to the circle.* |

| **SAY:** | **Here is a circle.** |

| **SAY:** | **Which circle has been divided into three equal parts?** |

| **DO:** | *Point to the answer options as you read them.* |

A

B

*If the student responds to Part A by selecting answer option A, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Count how many parts make up each circle.**

Which circle has been divided into three equal parts?

DO: *Point to the answer options.*

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*
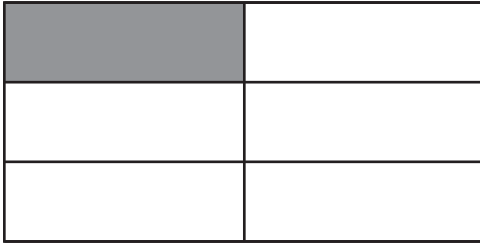
Part B. Moderate complexity/Moderate support

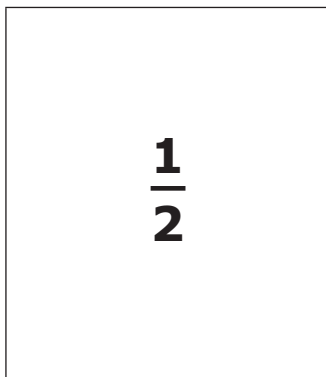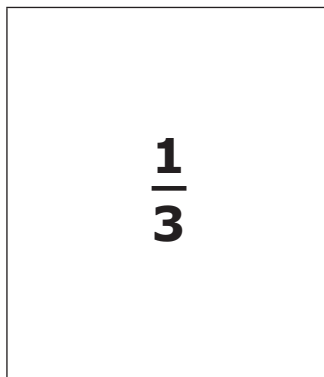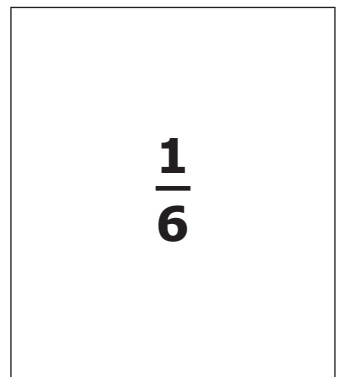|	
DO:	*With your finger, trace the outline of the whole rectangle.*
SAY:	**Here is a rectangle.**
DO:	*Point to the equal parts of the rectangle.*
SAY:	**This rectangle has been divided into equal parts. One part is shaded.**

DO:	*Point to the answer options as you read them.*

SAY: **Which fraction represents the shaded part?**

SAY: **One-half. One-third. One-sixth.**

A
$$\frac{1}{2}$$

B
$$\frac{1}{3}$$

C
$$\frac{1}{6}$$

10

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student <u>does not respond</u> to Part B, record "no response," provide scaffolding by covering answer option A, and then ask the question again.

DO: *Cover the answer option selected by the student OR answer option A if the student did not respond.*

SAY: **Which fraction represents the shaded part?**

DO: *Point to the remaining answer options as you read them.*

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

DO:	*Point to the fraction.*

SAY:	**Here is the fraction one-fifth.**

$$\frac{1}{5}$$

SAY:	**Which circle shows one-fifth shaded?**
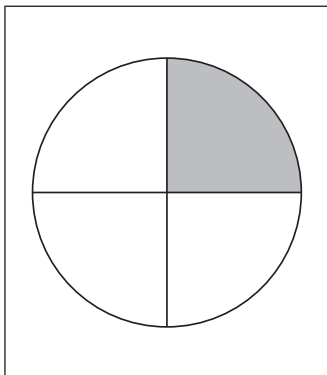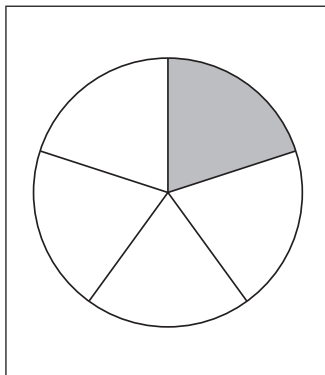
DO:	*Point to the answer options.*

A   **B**   **C**
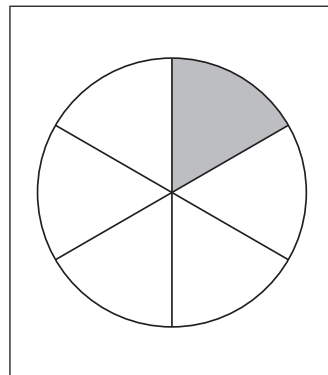
> *If the student responds to Part C by selecting answer option B, record the student's response and present **the next task**.*
>
> *If the student responds to Part C by selecting answer option A or C, record the student's response, provide the scaffolding below, and then ask the question again.*
>
> *If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.*

SAY: **Remember, the fraction tells us the number of equal parts the circle has been divided into.**

Which circle shows one-fifth shaded?

DO: *Point to the answer options.*

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*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

Scenario

SAY: **Numbers can be written in many ways. We use place values to help read and write numbers.**

DO: *Point to the number 32.*

SAY: **Look at the number thirty-two.**

32

SAY: **The number thirty-two has a three in the tens place. It shows three tens. It also has a two in the ones place. It shows two ones.**

DO: *Point to the place value chart and the number 32.*

SAY: **Here is the number thirty-two shown on the place value chart.**

Thousands	Hundreds	Tens	Ones
		3	2

DO: *Point to the expanded form of the number thirty-two.*

30 + 2

SAY: **Here is the number thirty-two written in expanded form. The number thirty-two is made up of three tens and two ones.**

DO: *Point to the number 30 in the expanded form.*

SAY: **Three tens is thirty.**

DO: *Point to the number 2 in the expanded form.*

SAY: **Two ones is two.**

DO: *Point to each number in the expanded form as you read.*

SAY: **So the expanded form of thirty-two is thirty plus two.**

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Part A. Low complexity/High support

SAY:	**Here is the expanded form of a number.**
DO:	*Point to the expression.*
SAY:	**Seventy plus five.**

70 + 5

SAY:	**Which number is the same as seventy plus five?**
DO:	*Point to the answer options as you read them.*
SAY:	**Fifty-seven. Seventy-five.**

A
```
      57
```

B
```
      75
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*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **The expression seventy plus five has seven tens and five ones.**

Which number is the same as seventy plus five?

DO: *Point to the answer options as you read them.*

SAY: **Fifty-seven. Seventy-five.**

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*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

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Part B. Moderate complexity/Moderate support

DO: *Point to each part of the expanded form of the number as you read.*

SAY: **The expanded form of a number is four hundred plus twenty plus one.**

400 + 20 + 1

SAY: **Which number is the same as four hundred plus twenty plus one?**

DO: *Point to the answer options as you read them.*

SAY: **Four, two, one. Four, two, zero, one. Four, zero, zero, two, zero, one.**

A	B	C
421	**4,201**	**400,201**

---

*If the student responds to Part B by selecting answer option A, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option B or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: *Cover the answer option selected by the student OR answer option B if the student did not respond.*

SAY: **Which number is the same as four hundred plus twenty plus one?**

DO: *Point to the remaining answer options as you read them.*

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*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

DO:	*Point to the number 1,526 as you read it.*
SAY:	**Here is the number one thousand five hundred twenty-six.**

1,526

SAY:	**Which expression is the same as one thousand five hundred twenty-six?**
DO:	*Point to the answer options as you read them.*

SAY: **Five thousand plus two hundred plus ten plus six. Two thousand plus five hundred plus sixty plus one. One thousand plus five hundred plus twenty plus six.**

A

$$5,000 + 200 + 10 + 6$$

B

$$2,000 + 500 + 60 + 1$$

C

$$1,000 + 500 + 20 + 6$$

*If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Remember, you can break a number into thousands, hundreds, tens, and ones.**

Which expression is the same as one thousand five hundred twenty-six?

DO: *Point to the answer options as you read them.*

SAY: **Five thousand plus two hundred plus ten plus six. Two thousand plus five hundred plus sixty plus one. One thousand plus five hundred plus twenty plus six.**

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*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

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Scenario

DO: *Point to the first number pattern as you read.*

SAY: **Here is an example of a number pattern. The pattern starts at zero. The rule is "add six."**

0, 6, 12, 18, 24, . . .

DO: *Point to each addition in the second number pattern as you read.*

SAY: **Zero plus six equals six. Six plus six equals twelve. Twelve plus six equals eighteen. Eighteen plus six equals twenty-four.**

+6 +6 +6 +6

0, 6, 12, 18, 24, . . .

DO: *Point to the missing numbers in the third number pattern as you read.*

SAY: **The rule is "add six." Let's find the next three numbers in the pattern.**

0, 6, 12, 18, 24, ___, ___, ___, . . .

DO: *Point to each addition in the completed number pattern as you read.*

SAY: **Twenty-four plus six equals thirty. Thirty plus six equals thirty-six. Thirty-six plus six equals forty-two.**

+6 +6 +6

0, 6, 12, 18, 24, 30, 36, 42, . . .

DO: *Point to the numbers as you read.*

SAY: **The next three numbers in the pattern are thirty, thirty-six, and forty-two.**

DO: *Point to the two number patterns.*

SAY: **Here are two number patterns. Both use the rule "add six." The first pattern starts at zero, and the second pattern starts at three.**

0, 6, 12, 18, 24, . . .

3, 9, 15, 21, 27, . . .

DO: *Point to each pair of numbers in the two number patterns as you read.*

SAY: **Each number in the second pattern is three more than each number in the first pattern. Three is three more than zero. Nine is three more than six. Fifteen is three more than twelve. Twenty-one is three more than eighteen. Twenty-seven is three more than twenty-four.**

Part A. Low complexity/High support

DO: *Point to the first number pattern as you read.*

SAY: **Here is a number pattern. Zero. Four. Eight. Twelve. Sixteen. Blank.**

0, 4, 8, 12, 16, ____, . . .

DO: *Point to each addition in the second number pattern as you read.*

SAY: **The first number in the pattern is zero. Zero plus four equals four. Four plus four equals eight. Eight plus four equals twelve. Twelve plus four equals sixteen.**

+4 +4 +4 +4

0, 4, 8, 12, 16, ____, . . .

DO: *Point to the blank line in the pattern.*

SAY: **What is the next number in the pattern?**

DO: *Point to the answer options as you read them.*

SAY: **Seventeen. Twenty.**

A

17

B

20

---

*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **The rule in this pattern is "add four."**

What is the next number in the pattern?

DO: *Point to the answer options as you read them.*

SAY: **Seventeen. Twenty.**

---

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

Part B. Moderate complexity/Moderate support

DO: *Point to the two number patterns as you read.*

SAY: **Here are two number patterns. The first pattern starts at zero. The second pattern starts at four. The rule for both patterns is "add five."**

0, 5, 10, 15, ___ , . . .

4, 9, 14, 19, ___ , . . .

DO: *Point to the missing numbers in each pattern.*

SAY: **What number comes next in each pattern?**

DO: *Point to the answer options as you read them.*

SAY: **Sixteen and twenty-three. Twenty and twenty-three. Twenty and twenty-four.**

A

16 and 23

B

20 and 23

C

20 and 24

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer options A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option A, and then ask the question again.

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DO: *Cover the answer option selected by the student OR answer option A if the student did not respond.*

SAY: **What number comes next in each pattern?**

DO: *Point to the remaining answer options as you read them.*

---

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

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Part C. High complexity/Low support

DO: *Point to the number pattern as you read.*

SAY: **Sammi writes this number pattern. Three, six, nine, twelve, and so on.**

3, 6, 9, 12, . . .

SAY: **Which number pattern is always two more than Sammi's pattern?**

DO: *Point to the answer options as you read them.*

SAY: **Three, eight, thirteen, eighteen, and so on. Five, eight, eleven, fourteen, and so on. Five, ten, fifteen, twenty, and so on.**

A

3, 8, 13, 18, . . .

B

5, 8, 11, 14, . . .

C

5, 10, 15, 20, . . .

*If the student responds to Part C by selecting answer option B, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer options A or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Add two to each number in Sammi's pattern.**

DO: *Point to the number pattern.*

SAY: **Which number pattern is always two more than Sammi's pattern?**

DO: *Point to the answer options as you read them.*

SAY: **Three, eight, thirteen, eighteen, and so on. Five, eight, eleven, fourteen, and so on. Five, ten, fifteen, twenty, and so on.**

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*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

Scenario

**SAY:** **Equations can be used to help find an unknown number.**

DO: *Point to the word problem as you read it.*

SAY: **Carson has six balloons. He needs a total of fifteen balloons.**

Carson has 6 balloons. He needs a total of 15 balloons.

DO: *Point to the appropriate parts of the picture as you read.*

SAY: **To find out how many more balloons Carson needs, we can use a picture. Six balloons plus blank equals fifteen balloons.**
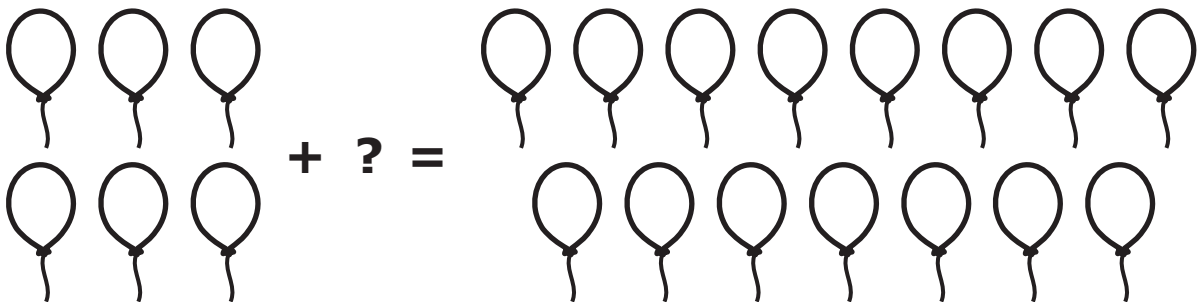
DO: *Point to the equations as you read.*

SAY: **We can use the variable b to show the number of balloons Carson needs.**

Six plus b equals fifteen. Now we can solve by subtracting six from both sides of the equation. Zero plus b equals nine. B equals nine.

$$6 + b = 15$$
$$\underline{-\,6 \qquad\quad -\,6}$$
$$0 + b = 9$$
$$b = 9$$

SAY: **Carson needs nine more balloons.**

Part A. Low complexity/High support

DO: *Point to the word problem as you read it.*

SAY: **Kim has three marbles. Sam has seven marbles. They put all their marbles together into a bag.**

Kim has 3 marbles. Sam has 7 marbles. They put all their marbles together into a bag.

DO: *Point to the picture and equation as you read.*

SAY: **The picture and equation can help to see how many marbles are in the bag. Three plus seven equals m.**

Kim Sam

3 + 7 = *m*

SAY: **What is the value of m?**

DO: *Point to the answer options as you read them.*

31
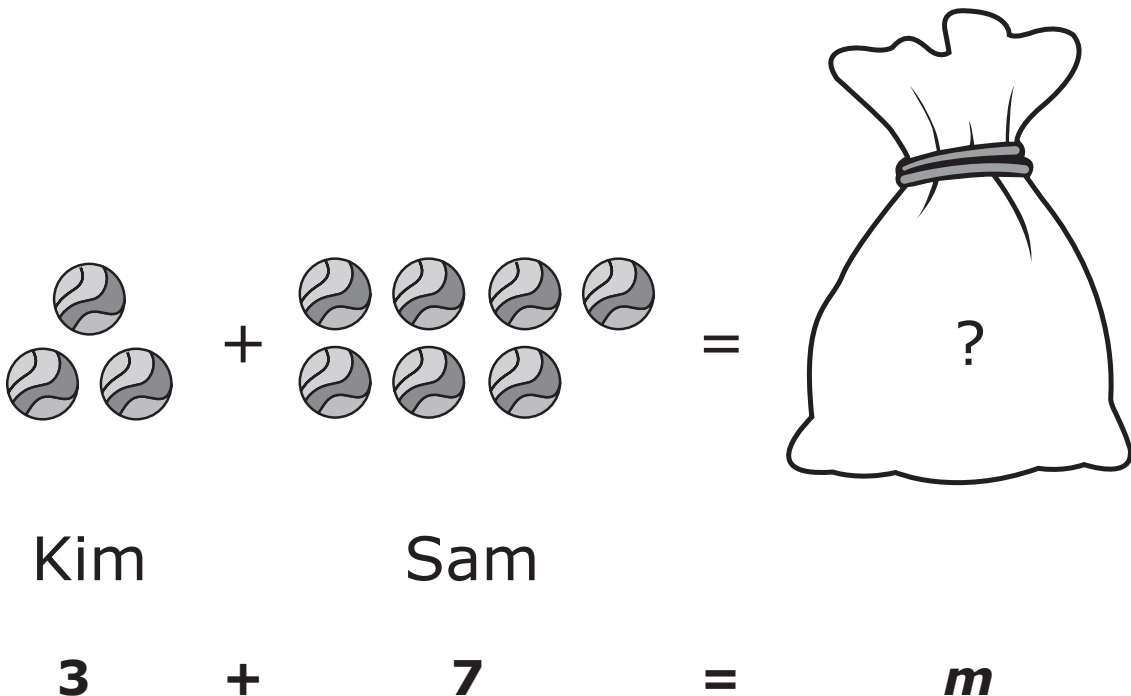
SAY: **Five. Ten.**

A
5

B
10

*If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Remember, m is the total number of marbles that Kim and Sam have together. Count each marble to find the total number of marbles.**

What is the value of m?

DO: *Point to the answer options as you read them.*

SAY: **Five. Ten.**

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

Part B. Moderate complexity/Moderate support

DO: *Point to the word problem as you read it.*

> **Mike had 20 cards and Kendra gave him some more. Now Mike has 25 cards.**

SAY: **Mike had twenty cards and Kendra gave him some more. Now Mike has twenty-five cards.**

DO: *Point to the appropriate parts of the equation as you read.*

SAY: **To find out how many cards, c, Kendra gave Mike, we can use this equation. Twenty plus c equals twenty-five.**

$$20 + c = 25$$

SAY: **What is the value of c?**

DO: *Point to the answer options as you read them.*

SAY: **Five. Ten. Twenty-five.**

A

| 5 |

B

| 10 |

C

| 25 |

---

*If the student responds to Part B by selecting answer option A, record the student's response and then present **Part C**.*

If the student responds to Part B by selecting answer option B or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student <u>does not respond</u> to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.

DO: *Cover the answer option selected by the student OR answer option C if the student did not respond.*

SAY: **What is the value of c?**

DO: *Point to the remaining answer options as you read them.*

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*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

| **DO:** | *Point to the word problem as you read it.* |

SAY: **Jody has ten pieces of candy. Ben has three times as many as Jody.**

Jody has 10 pieces of candy. Ben has 3 times as many as Jody.

| **DO:** | *Point to the parts of the equation as you refer to them.* |

SAY: **This problem can be represented by the equation ten times three equals b.**

10 x 3 = *b*

SAY: **How many pieces of candy does Ben have?**

| **DO:** | *Point to the answer options as you read them.* |

SAY: **Seven. Thirteen. Thirty.**

A

	B		C	
7		**13**		**30**

---

*If the student responds to Part C by selecting the answer option C, record the student's response and then present **the next task**.*

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Remember, b is the total amount of pieces of candy Ben has.**

How many pieces of candy does Ben have?

DO: *Point to the answer options as you read them.*

SAY: **Seven. Thirteen. Thirty.**

*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

Scenario

SAY: **Every number has an opposite. For example, the opposite of five is negative five, and the opposite of twenty is negative twenty.**

DO: *Point to negative two, zero, and positive two on the number line, tracing the arrows to show two places between negative two and zero, and two places between positive two and zero.*

SAY: **Here is the number negative two. Here is the number two. Negative two is the opposite of positive two. They are both two units, or two places, from zero.**
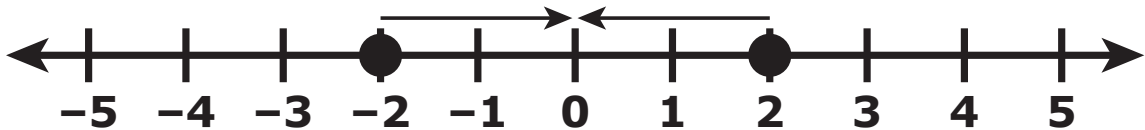
SAY: **The sum of a positive number and its opposite is zero.**

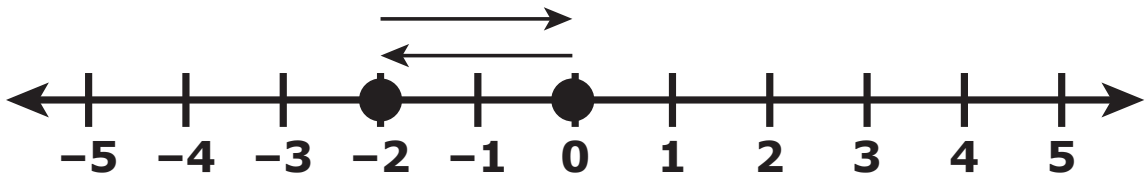*DO:* *Point to the equation as you read it.*

SAY: **When we add negative two plus two, the sum is zero.**

−2 + 2 = 0

DO: *Point to the number line as you read.*

SAY: **On a number line, starting at zero, we can go left to negative two. From negative two, move two places to the right to show adding two. We end at zero.**

$$-2 + 2 = 0$$

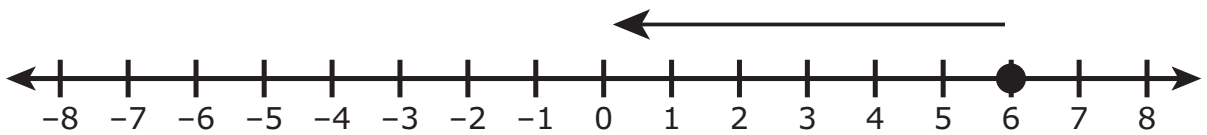
37

Part A. Low complexity/High support

DO:	*Point to the number six.*
SAY:	**Here is the number six.**

6

DO:	*Point to positive six on the number line, then trace the arrow to show being six places from zero.*
SAY:	**Here is the number six on a number line. It is six places from zero.**

SAY:	**The number six has an opposite.**

SAY:	**What is the opposite of the number six?**
DO:	*Point to the answer options as you read them.*

SAY: **Zero. Negative six.**

A

0

B

−6

---

*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide scaffolding below, and then ask the question again.

SAY: **Remember, every number has an opposite, and the opposite of a number is the same distance from zero on the number line.**

What is the opposite of the number six?

DO: *Point to the answer options as you read them.*

SAY: **Zero. Negative six.**

---

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

39

Part B. Moderate complexity/Moderate support

DO: *Point to the equation as you read it.*

SAY: **When we add negative four plus four, the sum is zero.**
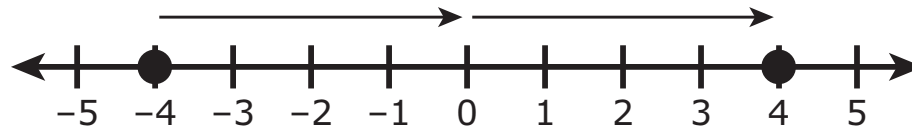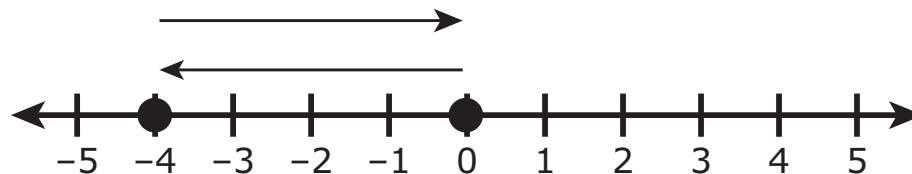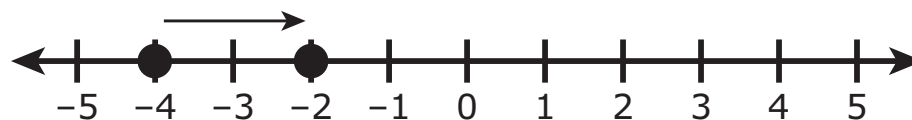
$$-4 + 4 = 0$$

SAY: **We can show this equation on a number line.**

SAY: **Which number line shows negative four plus four equals zero?**

DO: *Point to the answer options as you read them.*

SAY: **Graph A. Graph B. Graph C.**

A

Graph A

B

Graph B

C

Graph C

---

*If the student responds to Part B by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student <u>does not respond</u> to Part B, record "no response," provide the scaffolding below, and then ask the question again.

DO: *Cover the answer option selected by the student OR answer option A if the student did not respond. Point to the equation -4 + 4 = 0 as you read.*

SAY: **Which number line shows negative four plus four equals zero?**

DO: *Point to the remaining answer options as you read them.*

---

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

42

Part C. High complexity/Low support

DO: *Point to the word problem as you read it.*

SAY: **Steven has eight video games. Steven gives away eight of his video games.**

Steven has 8 video games. Steven gives away 8 of his video games.

SAY: **Which equation shows how many video games Steven has left after giving some away?**

DO: *Point to the answer options as you read them.*

SAY: **Eight plus negative eight equals zero. Eight plus negative eight equals sixteen. Eight plus negative eight equals eight.**

A

$$8 + (-8) = 0$$

B

$$8 + (-8) = 16$$

C

$$8 + (-8) = 8$$

*If the student responds to Part C by selecting answer option A, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer option B or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

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SAY: **Remember, positive eight is the opposite of negative eight.**

Which equation shows how many video games Steven has left after giving some away?

DO: *Point to the answer options as you read them.*

SAY: **Eight plus negative eight equals zero. Eight plus negative eight equals sixteen. Eight plus negative eight equals eight.**

---

*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

45

Scenario

SAY: **A function shows the relationship between two numbers.**

DO: *Point to y = x + 3.*

SAY: **Here we can show a function as an equation with variables. The variables let us use any input value to get an output.**

$$y = x + 3$$

DO: *Point to each part of the equation y = x + 3 as you read.*

SAY: **In this equation, x is the input and y is the output.**

DO: *Point to the x in the equation y = x + 3.*

SAY: **If we want to find the value of y when x equals one, we can substitute one for x.**

DO: *Point to y = 1 + 3.*

SAY: **Then y is equal to one plus three.**

DO: *Point to y = 4, then "When x = 1, y = 4" as you read.*

SAY: **This means when x equals one, y equals four.**

y = x + 3

y = 1 + 3

y = 4

When *x* = 1, *y* = 4

DO: *Point to the each part of the input output table as you read.*

SAY: Here is an input output table for the function y equals x plus three. When the input is one, the output is four because one plus three is four. When the input is two, the output is five because two plus three is five. When the input is three, the output is six because three plus three is six.

Input	Output
1	4
2	5
3	6

Part A. Low complexity/High support

DO: *Point to y = 5 + x.*

SAY: **Here is an equation using variables. The equation is a function.**

DO: *Point to the parts of the function as you read them.*

SAY: **The function is y equals five plus x. A function has an input and an output.**

$$y = 5 + x$$

SAY: **Which statements correctly identify the input and the output?**

DO: *Point to the answer options as you read them.*

SAY: **X is the output; y is the input. X is the input; y is the output.**

A

> x **is the output**
>
> y **is the input**

B

> x **is the input**
>
> y **is the output**

*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part A, record "no response," provide the scaffolding below, and then ask the question again.

DO: *Point to the function.*

SAY: **The input is the variable we add, subtract, multiply, or divide by. Look at the function and notice which variable is being added to five.**

Which statements correctly identify the input and the output?

DO: *Point to the answer options as you read them.*

SAY: **X is the output; y is the input. X is the input; y is the output.**

---

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

Part B. Moderate complexity/Moderate support

DO: *Point to y = 11 – x.*

SAY: **Here is the function y equals eleven minus x.**

$$y = 11 - x$$

DO: *Point to "When x = 2, y = ?" as you read.*

SAY: **What is the value of y as x equals two?**

When $x = 2$, $y = ?$

DO: *Point to the answer options as you read them.*

SAY: **Y equals seven. Y equals nine. Y equals thirteen.**

A

$$y = 2$$

B

$$y = 9$$

C

$$y = 13$$

*If the student responds to Part B by selecting answer option B, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student <u>does not respond</u> to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.

SAY: **What is the value of y when x equals two?**

DO: *Point to the remaining answer options as you read them.*

---

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

DO: *Point to y = 3x.*

SAY: **Here is the function y equals three times x.**

$$y = 3x$$

DO: *Point to the table as you read.*

SAY: **Here is the table for the function. When x is one, y is three. When x is two, y is six. The values for y when x is three and x is four are missing.**

x	y
1	3
2	6
3	
4	

SAY: **Which shows the table completed correctly when x is three and when x is four?**

DO: *Point to the answer options as you read them.*

SAY: **Three, seven and four, eight. Three, six and four, seven. Three, nine and four, twelve.**

A

3	7
4	8

B

3	6
4	7

C

3	9
4	12

If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part C, record "no response," provide the scaffolding below, and then ask the question again.

DO: *Point to the table as you read.*

SAY: **Three times one equals three. Three times two equals six.**

Which shows the table completed correctly when x is three and when x is four?

DO: *Point to the answer options as you read them.*

SAY: **Three, seven and four, eight. Three, six and four, seven. Three, nine and four, twelve.**

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.
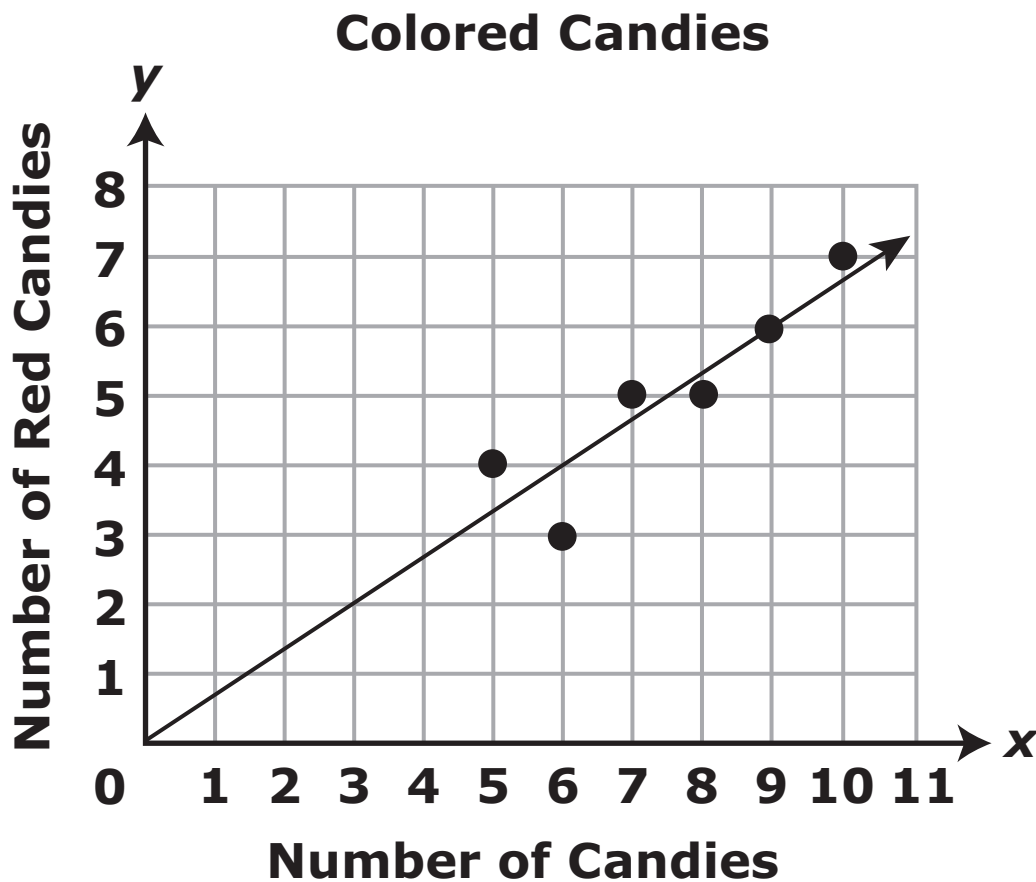
Scenario

SAY: **Here is a scatter plot. It compares the number of candies in a group and the number of red candies in the group.**

DO: *Point to the x-axis.*

SAY: **The x-axis shows the number of candies in a group.**

DO: *Point to the y-axis.*

SAY: **The y-axis shows the number of red candies in the group.**

Colored Candies

DO: *Point to the points, dragging your finger left to right following the pattern of the points.*

SAY: **A line runs through the points with about the same number of points above and below the line. We call this line the line of best fit.**

We can use this line to make a guess about how many red candies will be in a new group of three candies.

DO: *Point to (3, 0).*

SAY: **We go to the x-value of three on the x-axis.**

DO: *With your finger starting at (3, 0) drag your finger straight up to the line of best fit at point (3, 2).*

SAY: **Then look to what the y-value of the line is at x equals three. The y-value is two. This means we can estimate that in a group of three candies, there will be two red candies.**
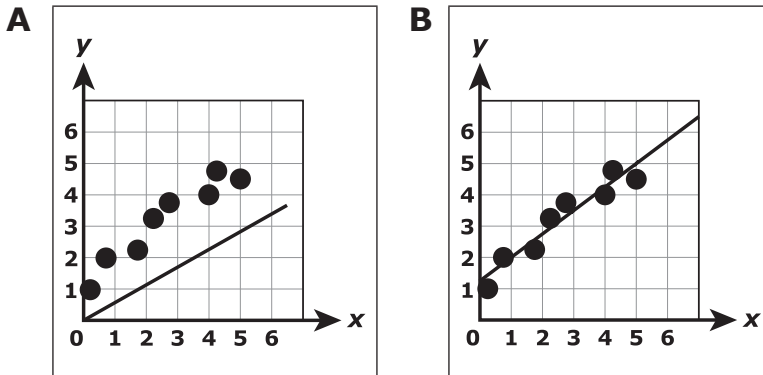
Part A. Low complexity/High support

DO: *Point to the two scatter plots.*

SAY: **Here are two scatter plots.**

   Which scatter plot has a line that BEST follows the pattern made by the points?

DO: *Point to the answer options.*

A   **B**

---

*If the student responds to Part A by selecting answer option B, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

DO: *With your finger, trace the pattern in the points and then trace the line of best fit for the first graph.*

SAY: **This is the pattern of the points in the first graph and this is its line.**

DO: *With your finger, trace the pattern in the points and then trace the line of best fit for the second graph.*

SAY: **This is the pattern of the points in the second graph and this is its line.**

Which scatter plot has a line that BEST follows the pattern made by the points?

DO: *Point to the answer options.*

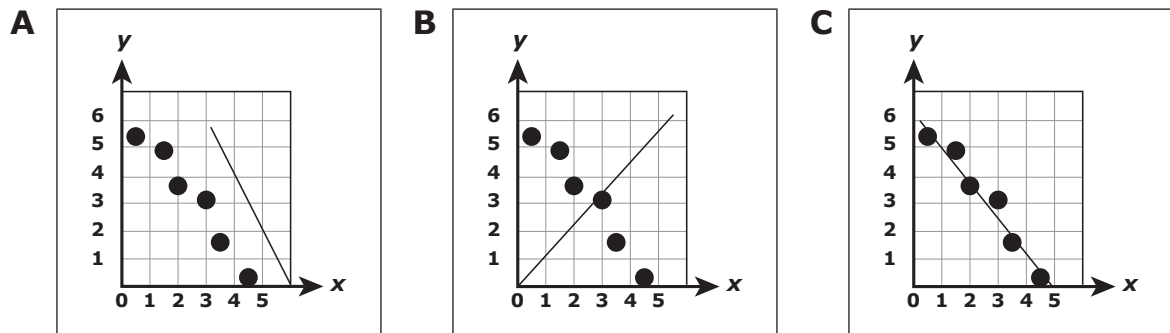*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

Part B. Moderate complexity/Moderate support

DO: *Point to the scatter plot without a line or curve drawn.*

SAY: **Here is a different scatter plot. It does not have a line of best fit drawn.**
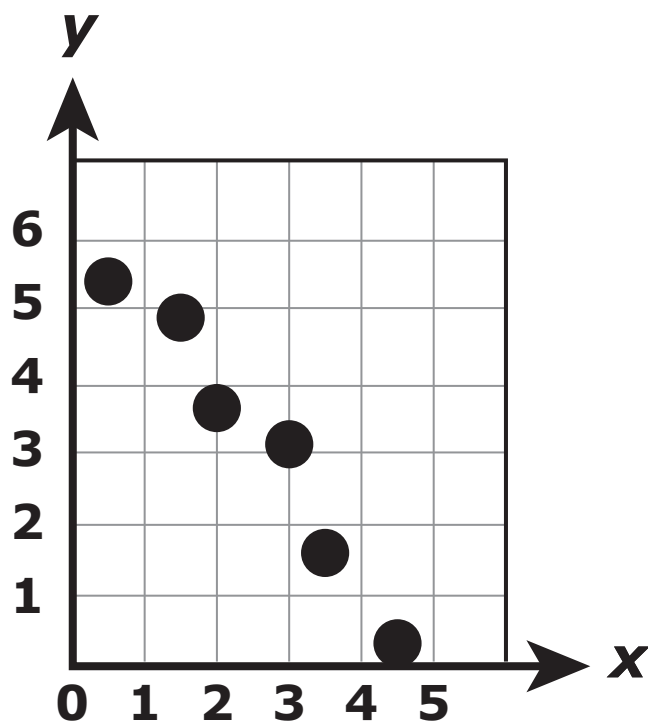
DO: *Point to the answer options.*

SAY: **These scatter plots show the same data.**

Which scatter plot shows the line of best fit?

A   B   C

---

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO: *Cover the answer option selected by the student OR answer option B if the student did not respond.*

SAY: **Which scatter plot shows the line of best fit?**

DO: *Point to the remaining answer options.*

---

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

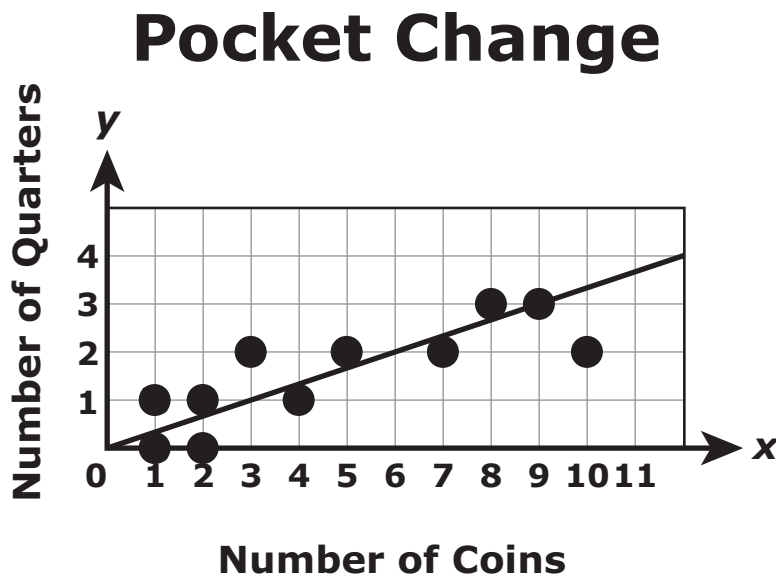| **SAY:**	**Daniel recorded the number of coins in people's pockets and how many of the coins are quarters.**
DO:	*Point to the scatter plot.*
SAY:	**Here is the scatter plot of Daniel's data.**
DO:	*Point to the x-axis.*
SAY:	**The x-axis shows the number of coins in a person's pocket.**
DO:	*Point to the y-axis.*
SAY:	**The y-axis shows the number of quarters in a person's pocket.**

Pocket Change

Number of Coins

SAY:	**The line of best fit is drawn. Daniel wants to estimate the number of quarters when the number of coins is six.**
	What is the estimated number of quarters when the number of coins is six?

DO: *Point to the answer options as you read them.*

SAY: **One quarter. Two quarters. Three quarters.**

A	B	C
1 quarter	**2 quarters**	**3 quarters**

---

*If the student responds to Part C by selecting answer option B, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer option A or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student <u>does not respond</u> to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: **Remember, we can use the line of best fit at six coins to estimate the number of quarters.**

DO: *Point to (6, 0) on the x-axis and run your finger up to the line of best fit.*

SAY: **What is the estimated number of quarters when the number of coins is six?**

DO: *Point to the answer options as you read them.*

SAY: **One quarter. Two quarters. Three quarters.**

---

*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

You have reached the end of the sample tasks.

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Assessment
2.0