Item 1

Test Cards: Provided by NCDPI

- Stem: “What is 2 × 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 × 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 × 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)*

#### Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **“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 and reads the answer choices in the following order *(Choice A, Choice B, Choice C)*.
- The assessor says: *(A) “2 tens and 27 ones” (B) “2 tens and 17 ones” (C) “2 tens and 7 ones”*
- The assessor says: **“Which amount is equal to 4 tens and 7 ones? 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 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.
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)

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**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 $2 \times 5$?
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
3 miles
This shows 4 tens and 7 ones.

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?
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