

Practice Test

ORExt

Grade 4

Mathematics

**Scoring Protocol
and
Student Materials**

Oregon Department of Education
Behavioral Research and Teaching - UO

Oregon Extended Assessment Practice Test

Test Administration Instructions

This test form contains all materials you will need to administer the ORExt practice test, including the Scoring Protocol (SP) and Student Materials (SM).

- SP – includes administration directions, item prompts, and scoring information that the Qualified Assessor (QA) needs to administer the ORExt.
- SM – includes item prompts and answer choices for the student to review and select answers.
- In the SP all items are identified as Low (L), Medium (M), or High (H) difficulty at the beginning of the item prompt. Most Low level items have iconic answer choices to support student access. QAs may substitute objects or picture-symbols that the student is more familiar with for all Low level items.
- All instructions for the QA are written in parentheticals in the SP, e.g., (Point to student materials.). All prompts are written in plain text.
- The prompt is also written in the SM for the student to review. The SM contains three answer choices. Students can respond to prompts in their preferred communication modality (e.g., speech, sign, pointing, eye gaze, etc.).
- Follow all instructions provided in the SP. The majority of items can be read aloud entirely, including answer choices. When read aloud is not acceptable (only in ELA decoding items), the SP will explicitly state that the QA should NOT read the answer choices for that item.
- Provide the student the level of support that they need to access each test item (i.e., Full Physical, Partial Physical, Visual/Verbal/Gestural, or Full Independence), while not violating the item construct.
- Read directions carefully and deliberately to the student.
- Start with the directive statement to focus student attention on the SM.
- Read the item prompt (question) first (unless the student consistently needs the directive statement read to them).
- Move on to the next item if the student responds/selects an answer choice.
- Re-read the directive statement for the item if the student does not respond and then repeat the prompt. Re-read as often as necessary all directions, prompts, and directive statements.
- Point to each answer choice as it is read.
- Provide general praise of student effort, but do not lead the student to a correct answer.
- Move on to the next item after two attempts with no response and record a zero in the SP.
- Score all items as correct (=1) or incorrect (=0).

Item 1

Option:

A

B

C

Correct

Student
Response

(L) Here is an equation, $1 \times 3 = ?$. (Point to student materials.) Which equation is the same as this equation: 3×1 , 3×2 , or 3×3 ?

3 X 1	3 X 2	3 X 3	a	
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Scoring: 0 = incorrect; 1 = correct

Item 2

Option:

A

B

C

Correct

Student
Response

(L) Here is a number pattern. (Point to student materials.) Does this pattern skip count by 2's, 3's, or 4's?

2's	3's	4's	a	
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Scoring: 0 = incorrect; 1 = correct

Item 3

Option:

A

B

C

Correct

Student
Response

(L) Here are the numbers 1, 3, and 10 on this number line. (Point to student materials.) Is 3 closer to 1, 10, or the same distance from both?

1	10	same	a	
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Scoring: 0 = incorrect; 1 = correct

Item 4

Option:

A

B

C

Correct

Student
Response

(L) Here are two numbers. (Point to student materials.) Is 5 smaller, larger, or the same as 5?

smaller	larger	same	c	
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Scoring: 0 = incorrect; 1 = correct

Item 5

Option:

A

B

C

Correct

Student
Response

(M) Here is a ruler and a crayon. (Point to student materials.) Use the ruler to measure the crayon. Is the crayon 6, 8, or 9 inches long?

6	8	9	a	
---	---	---	---	--

Scoring: 0 = incorrect; 1 = correct

Item 6

Option:

A

B

C

Correct

Student
Response

(M) Here is a picture of a rectangle that is 5 feet by 2 feet and a unit square that is 1 foot by 1 foot. (Point to student materials.) How many unit squares will fit in the large rectangle: 9, 10, or 11?

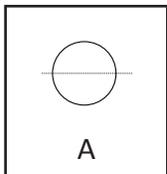
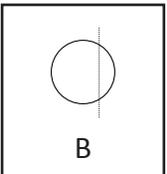
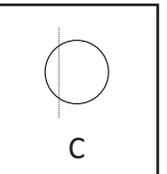
9	10	11	b	
---	----	----	---	--

Scoring: 0 = incorrect; 1 = correct

Item 7

Option: A B C Correct Student Response

(M) Here are three circles with lines across them. (Point to student materials.) Which circle has a line that divides it in half: A, B, or C?

 A	 B	 C	a	
--	--	--	---	--

Scoring: 0 = incorrect; 1 = correct

Item 8

Option: A B C Correct Student Response

(M) Here is a subtraction problem. (Point to student materials.) What is 10 minus 2: 3, 5, or 8?

3	5	8	c	
---	---	---	---	--

Scoring: 0 = incorrect; 1 = correct

Item 9

Option: A B C Correct Student Response

(H) Here is a number line that goes from 20 to 33. (Point to student materials.) I am going to skip count, 21, 24, 27, 30, 33. Did I skip count by 2's, 3's, or 5's?

2's	3's	5's	b	
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Scoring: 0 = incorrect; 1 = correct

Item 10

Option: A B C Correct Student Response

(H) Here is the name for the number thirty-seven. (Point to student materials.) Which of these numbers is thirty-seven: A, B, or C?

17	27	37	c	
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Scoring: 0 = incorrect; 1 = correct

Item 11

Option: A B C Correct Student Response

(H) Here are pictures with two boys on scales. One boy weighs 80 pounds. The other boy weighs 82 pounds. Which boy weighs less: 80 lbs., 82 lbs., or do they weigh the same?

80 lbs.	82 lbs.	same	a	
---------	---------	------	---	--

Scoring: 0 = incorrect; 1 = correct

Item 12

Option: A B C Correct Student Response

(H) Here is an orange cut into 8 slices. (Point to student materials.) Sarah takes $\frac{1}{2}$ of the orange, 4 slices. Peter takes $\frac{1}{4}$ of the orange, 2 slices. How many slices of orange did they take all together: 2, 6, or 8?

2	6	8	b	
---	---	---	---	--

Scoring: 0 = incorrect; 1 = correct

Item 1

Which equation is the same as this equation?

$$1 \times 3 = \underline{\quad}?$$

$$3 \times 1$$

$$3 \times 2$$

$$3 \times 3$$

Item 2

10, 12, 14, 16, 18, 20

Does this pattern skip count by 2's, 3's, or 4's?

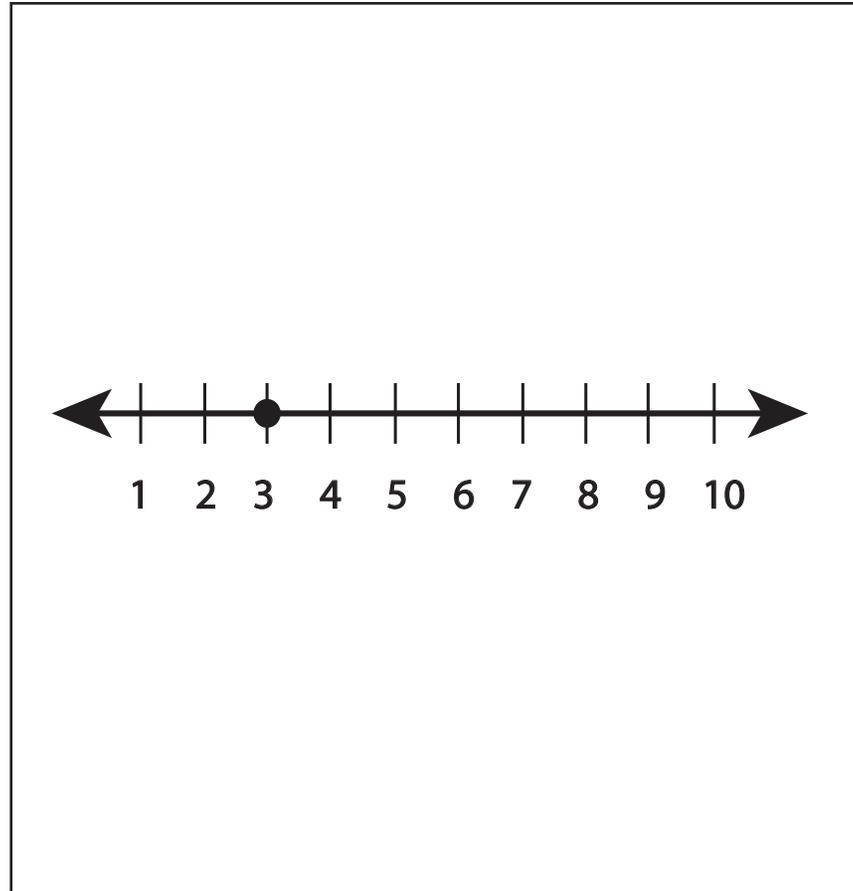
2's

3's

4's

Item 3

Is 3 closer to 1, 10, or the same distance from both?



1

10

same

Item 4

Is 5 smaller, larger, or the same as 5?

$$5 \text{ ___ } 5$$

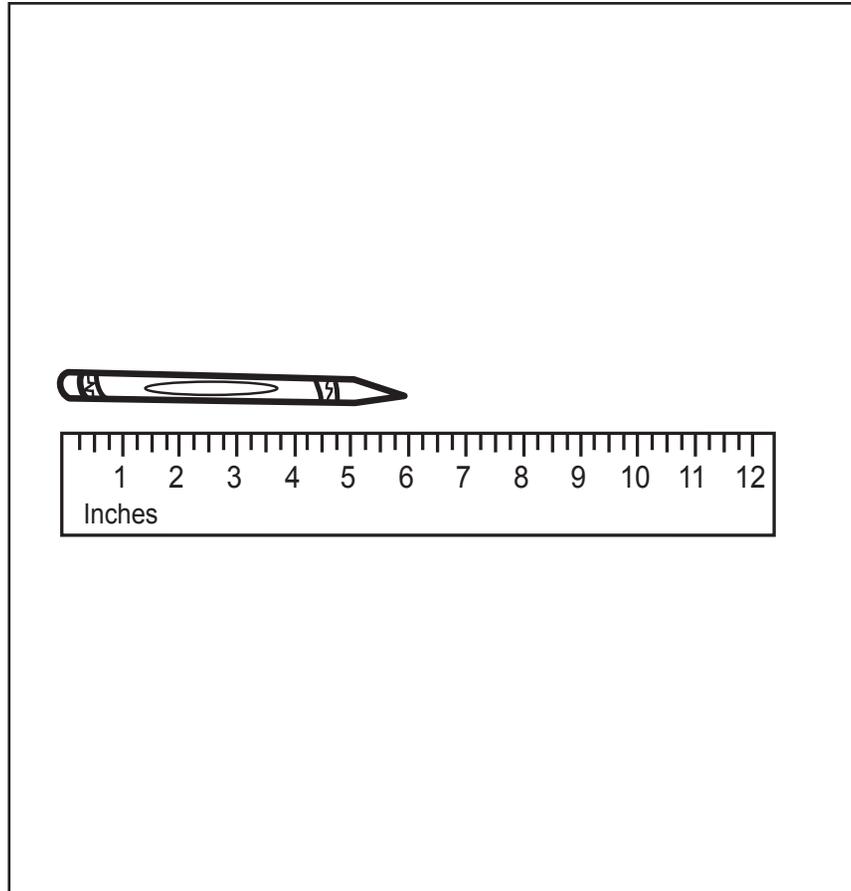
smaller

larger

same

Item 5

Is the crayon 6, 8, or 9 inches long?



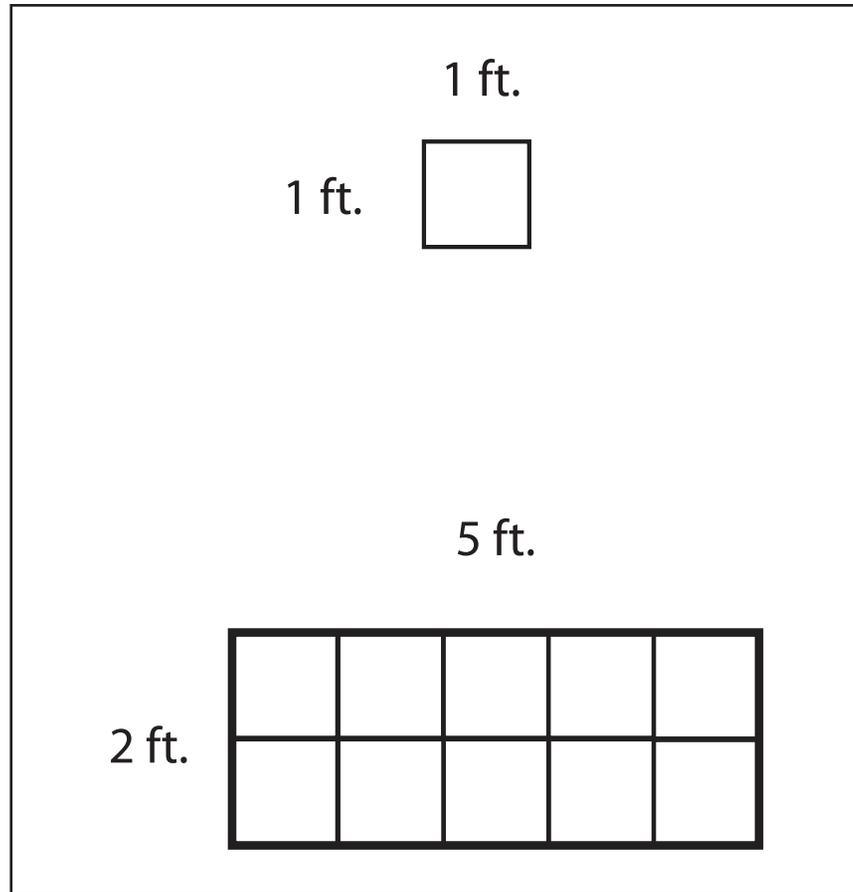
6

8

9

Item 6

How many unit squares will fit in the large rectangle?



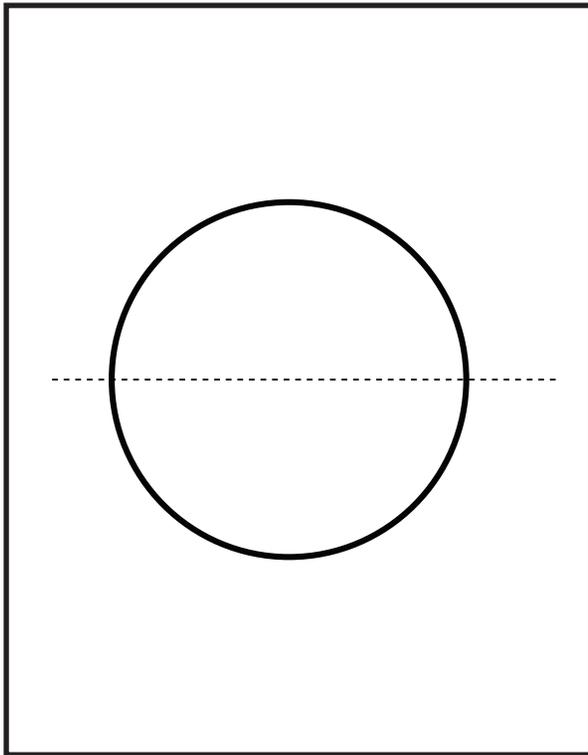
9

10

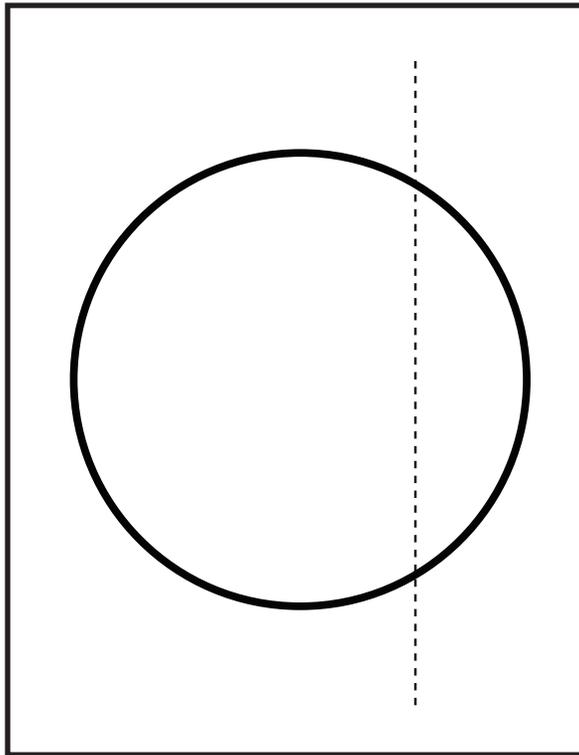
11

Item 7

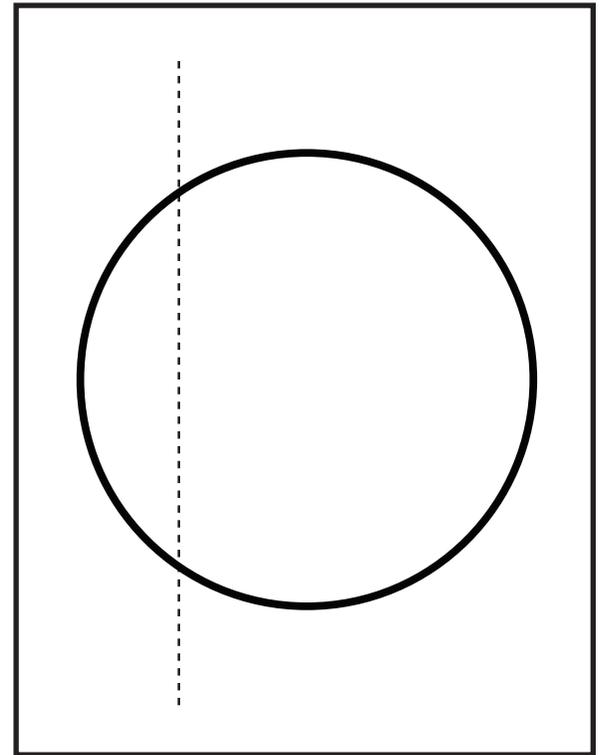
Which circle has a line that divides it in half?



A



B



C

Item 8

What is 10 minus 2?

$$10 - 2 = \underline{\quad}?$$

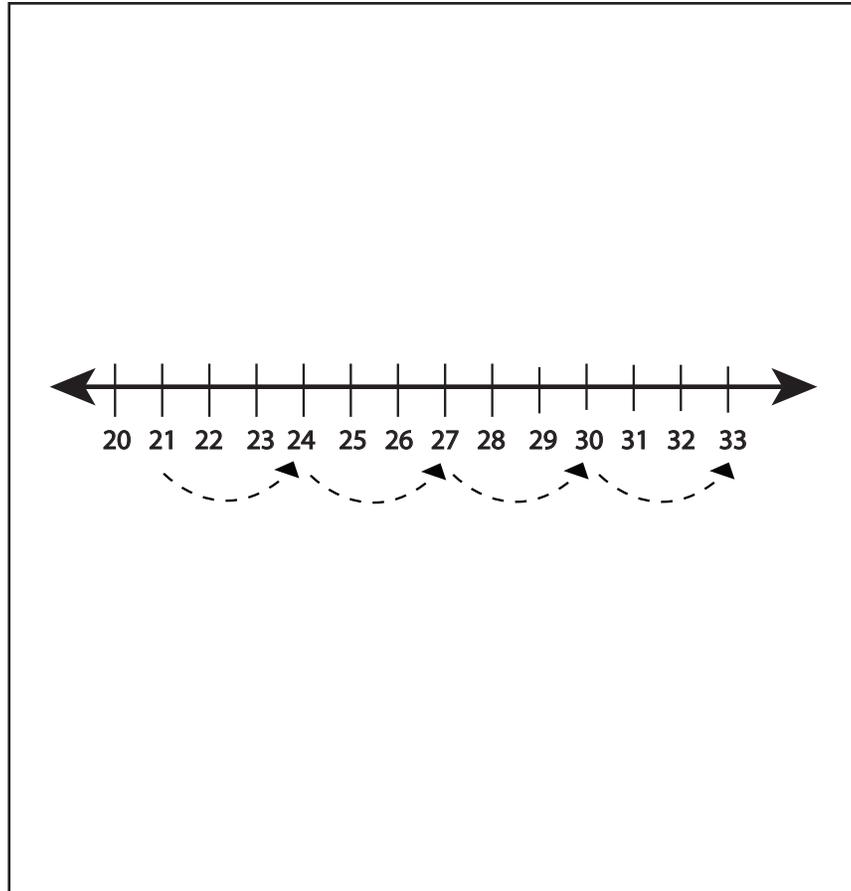
3

5

8

Item 9

Did I skip count by 2's, 3's, or 5's?



2's

3's

5's

Item 10

thirty-seven

Which of these numbers is thirty-seven?

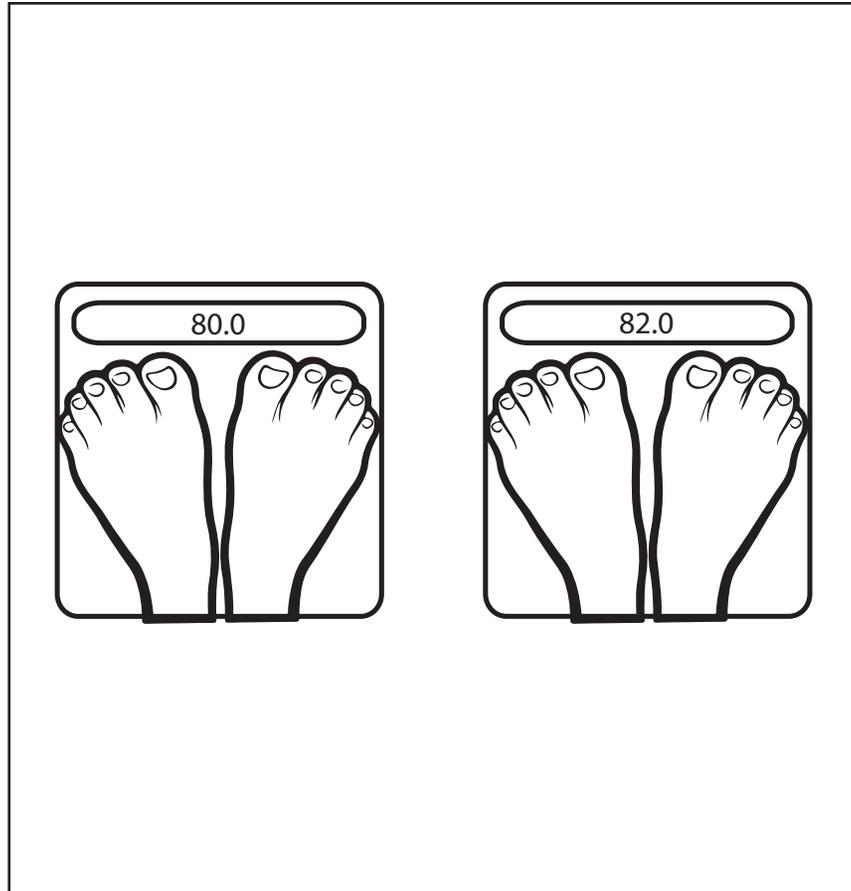
17

27

37

Item 11

Which boy weighs less?



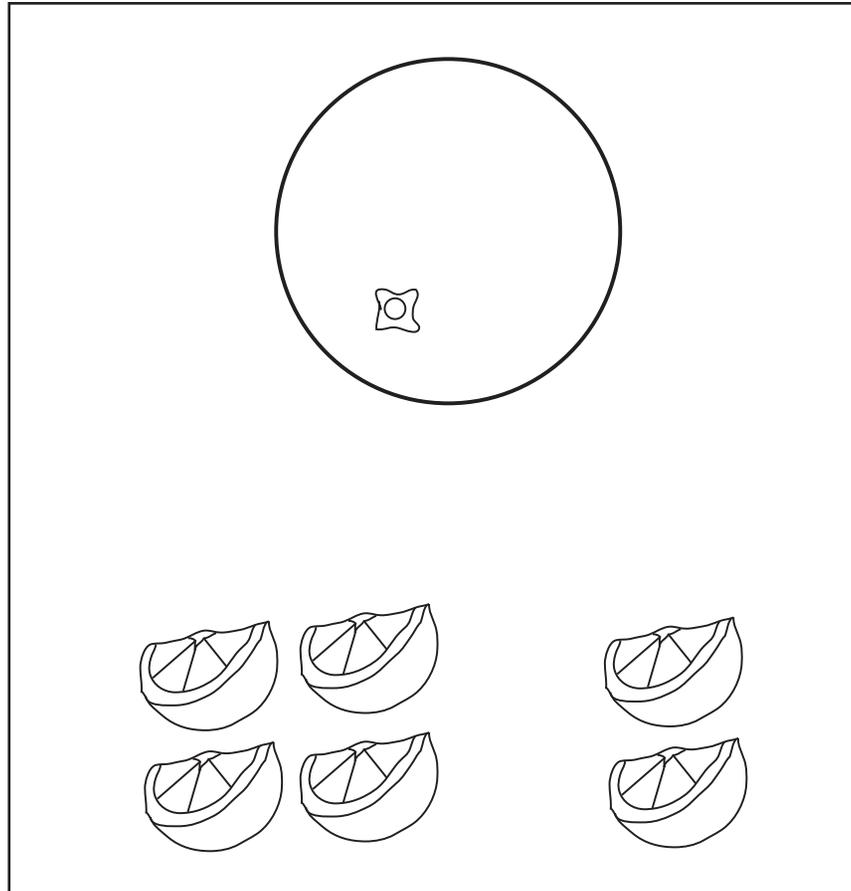
80 lbs.

82 lbs.

same

Item 12

How many slices of orange did they take all together?



2

6

8