

Student's Name _____

 Iowa Alternate Assessment 2012-2013 <i>Math Rating Scale</i> <i>Grade 11</i>		Not Taught	Prompted	Performance in percent accurate (0% - 100%)
Indicate in the appropriate column the level of student performance. Only one column can be selected. Any item checked Not Taught may lead to student be considered an exclusion.				
Standard 1: Students can understand and apply a variety of math concepts				
1.1	Counts up to 3 objects	<input type="checkbox"/>	<input type="checkbox"/>	—
1.2	Identifies numerals 0-10	<input type="checkbox"/>	<input type="checkbox"/>	—
1.3	Differentiates whole numbers from decimals	<input type="checkbox"/>	<input type="checkbox"/>	—
1.4	Solves single-digit story problems using addition	<input type="checkbox"/>	<input type="checkbox"/>	—
1.5	Identifies or finds number that is between two others (for example, 3, __, 5)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.6	Uses number lines to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	—
1.7	Add or subtract whole numbers, objects, pictures, or symbols	<input type="checkbox"/>	<input type="checkbox"/>	—
1.8	Builds and extends basic patterns of linear functions (now I have this, next I have this. How do I get from now to next?)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.9	Identifies time using "next year"	<input type="checkbox"/>	<input type="checkbox"/>	—

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1. 10	Identifies time using "last month"	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 11	Identifies time to the half-hour on an analog clock	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 12	Identifies time to the quarter-hour using a digital clock	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 13	Identifies or labels "one-dollar bill"	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 14	Identifies or labels "twenty-dollar bill"	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 15	Identify and explain the relationship between coins and dollars (i.e., 10 dimes = \$1.00)	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 16	Identifies values of coin combinations through \$1.00	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 17	Demonstrates coin and bill combinations through \$20.00 using real-life situations	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 18	Identifies or labels the shape, "circle"	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 19	Identifies or labels parallel lines	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 20	Differentiates 2-dimensional objects from 3-dimensional objects	<input type="checkbox"/>	<input type="checkbox"/>	___

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Standard 2: Students can understand and apply methods of estimation				
2. 21	Divides an object or set into 1/4s	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 22	Estimates length to the nearest centimeter	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 23	Differentiates fractions from decimals	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 24	Orders items as 1 st , 2 nd , and 3 rd	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 25	Recognizes items as 1 st or last	<input type="checkbox"/>	<input type="checkbox"/>	___
Standard 3: Students can solve a variety of math problems				
3. 26	Create and solve a real world problem involving an unknown using appropriate tool ((s) (number strips, manipulatives, calculator, mental math, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	___
3. 27	Identifies area of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	___
3. 28	Solves double-digit subtraction problems	<input type="checkbox"/>	<input type="checkbox"/>	___
3. 29	Uses manipulatives or objects to identify circumference of circles	<input type="checkbox"/>	<input type="checkbox"/>	___

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3.30	Answers questions using multiplication facts through 9	<input type="checkbox"/>	<input type="checkbox"/>	—
3.31	Identifies correct operation to solve story problems	<input type="checkbox"/>	<input type="checkbox"/>	—
3.32	Understands the commutative property (2 things in different orders equals the same outcome)	<input type="checkbox"/>	<input type="checkbox"/>	—
3.33	Understands if the student has sufficient money to purchase a preferred item	<input type="checkbox"/>	<input type="checkbox"/>	—
Standard 4: Students can interpret data presented in a variety of ways				
4.34	Identifies or answers questions about “mode” presented in a graph	<input type="checkbox"/>	<input type="checkbox"/>	—
4.35	Collect data and create a graph. Interpret the results	<input type="checkbox"/>	<input type="checkbox"/>	—
4.36	Collect data and create 2 different types of graphs	<input type="checkbox"/>	<input type="checkbox"/>	—
4.37	Identifies or answers questions about “least” summarized in a table	<input type="checkbox"/>	<input type="checkbox"/>	—