

Student's Name _____

|  Iowa Alternate Assessment 2012-2013 <i>Math Rating Scale</i> <i>Grades 3-5</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 | Interprets numerical answers on a calculator or computer display | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.2 | Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify symbols, shapes, or numbers | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.3 | Matches items with similar attributes | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.4 | Identifies odd numbers | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.5 | Identifies or names multiples of 10 through 100 | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.6 | Identifies or finds number that is between two others (for example, 3, __, 5) | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.7 | Uses multiples of 2 to solve a problem (for example, number of socks in a room) | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.8 | Divides an object or set into 1/4ths | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1.9 | Applies concept of less than in real-life situations (for example, which team lost the game?) | <input type="checkbox"/> | <input type="checkbox"/> | — |

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| 1. 10 | Identifies or describes objects or sets by size (larger/smaller) | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 11 | Solves an addition or subtraction story problem of whole numbers using objects, pictures, and/or symbols | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 12 | Solves multiplication or division problems using objects, pictures, and/or symbols | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 13 | Sort and classify objects by shape and color | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 14 | Recognize equivalents using numbers and objects (i.e., 5 = ___ objects) | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 15 | Identifies 1/2s | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 16 | Identifies time using "today" | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 17 | Identifies time using "yesterday" | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 18 | Identifies time to the hour on an analog clock | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 19 | Identifies time to the hour using a digital clock | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 1. 20 | Identifies "penny" | <input type="checkbox"/> | <input type="checkbox"/> | — |

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| 1. 21 | Identifies "dime" | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 1.22 | Identifies that the value of a quarter is twenty-five cents | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| Standard 2: Students can understand and apply methods of estimation | | | | |
| 2. 23 | Identifies 1 of 2 items as "nearer" or "closer" | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 24 | Estimates quantities through 20 | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 25 | Rounds up or down through 50 | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 26 | Estimates length to nearest unit of measure | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 27 | Identifies numerals 0-5 | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 28 | Identifies numerals 40-50 | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 29 | Identifies numerals 50-100 | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 30 | Identifies or labels orders of first, second, and third | <input type="checkbox"/> | <input type="checkbox"/> | ___ |
| 2. 31 | Identifies or labels orders of fifth, sixth, and seventh | <input type="checkbox"/> | <input type="checkbox"/> | ___ |

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| 2.32 | When provided with costs like "\$1.75," the student identifies that the next dollar is "\$2.00" | <input type="checkbox"/> | <input type="checkbox"/> | — |
| Standard 3: Students can solve a variety of math problems | | | | |
| 3.33 | Demonstrates 1 to 1 correspondence between objects | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.34 | Counts up to 3 objects | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.35 | Identifies, labels, or matches mathematical symbols of +, -, x, and ÷ | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.36 | Builds and extends patterns | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.37 | Counts sets of dimes to \$.50 | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.38 | Counts sets of quarters to \$1.00 | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.39 | Rounds numbers up to the next "10" through 50 | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 3.40 | Uses number lines to solve problems | <input type="checkbox"/> | <input type="checkbox"/> | — |
| Standard 4: Students can interpret data presented in a variety of ways | | | | |
| 4.41 | Identifies or answers questions about "most" summarized in a table | <input type="checkbox"/> | <input type="checkbox"/> | — |

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| 4.42 | Identifies or answers questions about "least" summarized in a table | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 4.43 | Identifies or labels bars in bar graphs as "longest" and "shortest" | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 4.44 | Identifies or answers questions about "most" presented in a graph | <input type="checkbox"/> | <input type="checkbox"/> | — |
| 4.45 | Identifies or answers questions about "least" presented in a graph | <input type="checkbox"/> | <input type="checkbox"/> | — |