

Student's Name \_\_\_\_\_

 Iowa Alternate Assessment 2012-2013 <i>Math Rating Scale</i> <i>Grades 6-8</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 <b>Not Taught</b> may lead to student be considered an exclusion.				
<b>Standard 1: Students can understand and apply a variety of math concepts</b>				
1.1	Uses eye contact, eye gaze, blinking, reaching, head turn, or words to identify symbols, shapes, or numbers	<input type="checkbox"/>	<input type="checkbox"/>	___
1.2	Demonstrates 1 to 1 correspondence between objects	<input type="checkbox"/>	<input type="checkbox"/>	___
1.3	Counts up to 3 objects	<input type="checkbox"/>	<input type="checkbox"/>	___
1.4	Identifies "one more" than	<input type="checkbox"/>	<input type="checkbox"/>	___
1.5	Identifies numerals 0-10	<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 number lines to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	___
1.8	Add or subtract whole numbers using objects, pictures, or symbols	<input type="checkbox"/>	<input type="checkbox"/>	___
1.9	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"/>	___

 Iowa Alternate Assessment 2012-2013 Math Rating Scale Grades 6-8		Not Taught	Prompted	Performance in percent accurate  (0% - 100%)
1. 10	Matches shape to like shape	<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	Identifies or labels parallel lines	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 14	Identifies perimeter of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 15	Identifies area of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 16	Sorts objects by size	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 17	Identifies time using “next year”	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 18	Identifies time using “last month”	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 19	Identifies time to the half-hour on an analog clock	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 20	Identifies time to the half-hour on a digital clock	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 21	Identifies or labels “penny”	<input type="checkbox"/>	<input type="checkbox"/>	___
1.22	Identifies or labels “ten-dollar bill”	<input type="checkbox"/>	<input type="checkbox"/>	___

Student's Name \_\_\_\_\_

 Iowa Alternate Assessment 2012-2013 <i>Math Rating Scale</i> <i>Grades 6-8</i>		Not Taught	Prompted	Performance in percent accurate  (0% - 100%)
1. 23	Identifies coin and bill combinations through \$15.00	<input type="checkbox"/>	<input type="checkbox"/>	___
1. 24	Identifies 1/4s	<input type="checkbox"/>	<input type="checkbox"/>	___
<b>Standard 2: Students can understand and apply methods of estimation</b>				
2. 25	Estimates quantities through 20	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 26	Rounds up or down through 50	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 27	When provided with costs like "\$1.75," the student identifies that the next dollar is "\$2.00"	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 28	Estimates length to the nearest unit of measure (centimeter, inch, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 29	Estimates answers to problems	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 30	Identify appropriate measurement tool	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 31	Identify appropriate unit of measurement (tsp, cup, gallon)	<input type="checkbox"/>	<input type="checkbox"/>	___
2. 32	Apply measurement concepts to solve real-life problems (cooking, construction, maps)	<input type="checkbox"/>	<input type="checkbox"/>	___

Student's Name \_\_\_\_\_

 Iowa Alternate Assessment 2012-2013 Math Rating Scale Grades 6-8		Not Taught	Prompted	Performance in percent accurate  (0% - 100%)
<b>Standard 3: Students can solve a variety of math problems</b>				
3.33	Orders items first, second, and third	<input type="checkbox"/>	<input type="checkbox"/>	___
3.34	Solves story problems using single-digit addition	<input type="checkbox"/>	<input type="checkbox"/>	___
3.35	Solves double-digit subtraction problems	<input type="checkbox"/>	<input type="checkbox"/>	___
3.36	Recognizes item placement as first and last	<input type="checkbox"/>	<input type="checkbox"/>	___
3.37	Counts sets of dimes to \$1.00	<input type="checkbox"/>	<input type="checkbox"/>	___
3.38	Interpret information using X and Y axes of a bar or line graph	<input type="checkbox"/>	<input type="checkbox"/>	___
3.39	Identifies or labels: bar graph, circle graph, histogram	<input type="checkbox"/>	<input type="checkbox"/>	___
<b>Standard 4: Students can interpret data presented in a variety of ways</b>				
4.40	Identifies or answers questions about “mode” presented in a graph	<input type="checkbox"/>	<input type="checkbox"/>	___
4.41	Matches items with similar attributes	<input type="checkbox"/>	<input type="checkbox"/>	___
4.42	Uses or selects tally marks to summarize data	<input type="checkbox"/>	<input type="checkbox"/>	___
4.43	Identifies or answers question about “least” summarized in a table	<input type="checkbox"/>	<input type="checkbox"/>	___
4.44	Identifies or labels trends as increasing or decreasing when provided with a line graph	<input type="checkbox"/>	<input type="checkbox"/>	___