

# Arizona's Instrument to Measure Standards Alternate Assessment

*A Preview of Item Components of the AIMS A*



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# Multiple Choice Items

## Reading & Mathematics

### Grade 3

#### Directions:

Through the ADE website, log on to the **Common Logon** to access the online application for AIMS A.

Select student.

Select the Multiple Choice test.

Student completes the test for reading and for mathematics.

#### Sample Multiple Choice Item 1:

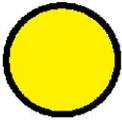
The screenshot shows a web browser window titled "ADE: Alternate Assessments Ver 2.5 - Windows Internet Explorer". The page content displays a math problem using cartoon cats as visual aids. The problem is  $5 + 2 = \quad$ . Below the problem are three multiple-choice options labeled A, B, and C. Option A shows 3 cats, Option B shows 2 cats, and Option C shows 6 cats. At the bottom of the browser window, there are "Back" and "Next" buttons.

Sample Multiple Choice Item 2:

ADE: Alternate Assessments Ver 2.5 - Windows Internet Explorer

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Pick the circle.

<p>A</p> 	<p>B</p> 	<p>C</p> 
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Sample Multiple Choice Item 3:

ADE: Alternate Assessments Ver 2.5 - Windows Internet Explorer

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Joe read a book.



Joe's baby brother, was playing.

What was Joe doing?

<p>A</p> <p>Joe is playing.</p>	<p>B</p> <p>Joe is reading.</p>	<p>C</p> <p>Joe is sleeping.</p>
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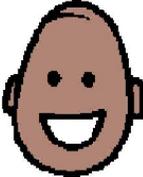
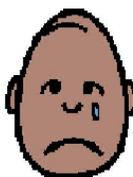
Back Next

Sample Multiple Choice Item 4:

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Who is sleepy?

<p>A</p>  <p>smiley face</p>	<p>B</p>  <p>tired face</p>	<p>C</p>  <p>sad face</p>
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# Performance Task Items & Supplemental Materials

## Reading & Mathematics

### Grade 3

#### Directions:

Through the ADE website, log on to the **Common Logon** to access the online application for AIMS A.

Select student.

Select the Performance Task test.

Download and carefully read each task prompt.

Gather the materials necessary to complete the Performance Tasks **before** you begin the student assessment (Recording Sheets & Supplemental Materials).

Record the student's performance on the data sheets you downloaded. You will then enter the information from the data sheets into the online system when completed. Keep the data sheets for your records.

After prompting the student on each performance task, mark the appropriate box that corresponds to the student's response. The appropriate response at each score point is indicated on the data sheet.

- A score of 2 indicates the student correctly performed the task *without* assistance or with a single repetition of instructions or redirection.
- A score of 1 indicates the student responded correctly after the teacher modeled the correct response or if the student's answer closely relates to the correct answer.
- A score of 0 indicates the student was *not* able to correctly perform the task *without* assistance or after a single repetition of instruction or redirection.

After test administration store all materials, including data sheets, under lock and key. No materials are to be used for classroom instruction

# PERFORMANCE TASKS

## READING

### Grade 3

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER \_\_\_\_\_

Prompt	0	1	2
<b>1.1 Place the books, <i>The Store</i>, <i>The Zoo</i>, and <i>School</i> in front of the student. Ask the student to choose the book that is about animals. S1C4PO5</b>	The student is unable to perform the task.	The student is able to choose the book titled <i>The Zoo</i> after the teacher models the correct response.	The student chooses the book titled <i>The Zoo</i> without assistance or with a single repetition of instruction or redirection.
<b>1.2 Read the book, <i>The Zoo</i>, to the student. Ask the student to match the first letter of Tim the Tiger’s name to the corresponding letter card. S1C4PO5</b>	The student is unable to perform the task.	The student is able to choose the letter “T” after the teacher models the correct response.	The student chooses the letter “T” without assistance or with a single repetition of instruction or redirection.
<b>1.3 Ask the student to describe the setting for this story. S2C1PO7</b>	The student is unable to perform the task.	The student responds that the story takes place in the zoo after the teacher models the correct response or if the student describes another place animals live.	The student responds that the story takes place in the zoo without assistance or with a single repetition of instruction or redirection.
<b>1.4 Ask the student to identify the main character in the story. S2C1PO2</b>	The student is unable to perform the task.	The student responds with another character’s name or The student responds “Tim” or “the Tiger” after the teacher models the correct response.	The student responds “Tim” or “the Tiger” without assistance or with a single repetition of instruction or redirection.
<b>1.5 Ask the student what Tim the Tiger did first in the story. S2C1PO3</b>	The student is unable to perform the task.	The student responds with another event or the student responds that “Tim went to school” after the teacher models the correct response.	The student responds that “Tim went to school” without assistance or with a single repetition of instruction or redirection.

# PERFORMANCE TASKS

## MATH

### Grade 3

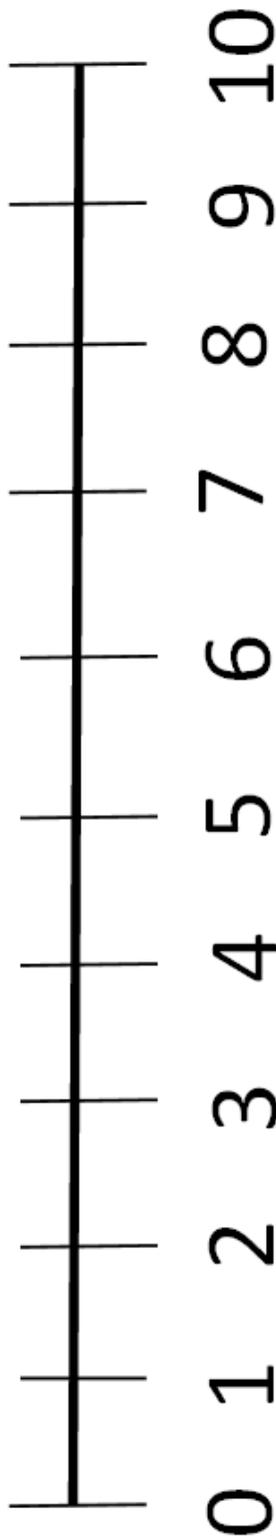
STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER \_\_\_\_\_

Prompt	0	1	2
<b>1.1 Show the student the PT 3M Supplement 1.1.</b> Ask the student “1. Show me 6. 2. Show me 4.” <b>S1C1PO2</b>	The student is unable to perform the task.	The student is able to choose one number.	The student chooses both numbers.
<b>1.2 Show the student the PT 3M Supplement 1.2.</b> Ask student “Which number is larger?” <b>S1C1PO2</b>	The student is unable to perform the task.	The student points to a different number on the number line.	The student selects the larger number of the two presented.
<b>1.3 Give student the number cards PT 3M Supplement 1.3.</b> Ask student to put the numbers in order for lowest to highest. <b>S1C1PO8</b>	The student is unable to perform the task.	The student selects the lowest number or orders two of the given number cards.	The student orders from lowest to highest each of the number cards.
<b>1.4 Give students PT 3M Supplement 1.5.</b> Ask student to solve addition problems using a number line (PT 3M Supplement 1.1). <b>S2C2PO2</b>	The student is unable to perform the task.	The student solves 3 problems correctly.	The student solves 6 problems correctly.
<b>1.5 Give students PT 3M Supplement 1.4.</b> Ask student to solve subtraction problems using a number line (PT 3M Supplement 1.1). <b>S1C2PO3</b>	The student is unable to perform the task.	The student solves 3 problems correctly.	The student solves 6 problems correctly.

Performance Task Grade 3

PT3M 1.1



Performance Task Grade 3

PT3M 1.1



6

4

Performance Task Grade 3

PT3M 1.2

3



7



5

8

7

2

Performance Task Grade 3

PT3M 1.4

Student may use number line 1.1 with a marker.

$$2 + 1 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$3 + 3 = \underline{\quad}$$

$$3 + 4 = \underline{\quad}$$

Performance Task Grade 3

PT3M 1.5

Student may use number line 1.1 with a marker.

$$2 - 1 = \underline{\quad}$$

$$9 - 4 = \underline{\quad}$$

$$3 - 2 = \underline{\quad}$$

$$8 - 5 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

$$6 - 2 = \underline{\quad}$$

## Rater Items

### Reading & Mathematics

### Grade 3

#### Directions:

Through the ADE website, log on to the **Common Logon** to access the online application for AIMS A.

Select student.

Select the Rater Item test.

#### Teacher Directions:

Download and carefully read each Rater Item prompt

Gather the materials necessary, including the AIMS A Rating Rubric, **before** you begin the student assessment.

Record the student's performance on the data sheets you downloaded. You will enter the information from the data sheets into the online system when completed. Keep the data sheets for your records.

Scores for this section will be determined by allowing the student to demonstrate the skill or task described in the prompt by using various levels of support or assistance outlined in the *Rater Item Scoring Rubric*. In addition to prompts and cues, the teacher may provide objects, shapes, pictures, or manipulatives familiar to the student to aid in assessing the student's skill level on each Rater Item.

- A score of 4 indicates the student correctly performs the task without assistance or with a single repetition of instructions or refocusing through natural cues (i.e. wait time or cues that happen naturally in the environment).
- A score of 3 indicates the student correctly performs the task with general prompts and with a single cue (i.e. physical/ verbal cues, auditory cues, objects, tactile cues, visual cues, or sign language).
- A score of 2 indicates the student correctly performs the task with specific prompts and with up to 2 cues (i.e. physical/ verbal cues, including auditory cues, objects, tactile cues, visual cues, or sign language).
- A score of 1 indicates the student does not perform the task at Level 2 or provides an incorrect response despite Level 2 support. Student requires extensive assistance and cannot perform the task without full adult support (i.e. hand over hand).

**RATER ITEMS**  
**MATH**  
**Grade 3**

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER \_\_\_\_\_

<i>Prompt</i>	<i>Level of Assistance</i>	<i>Score</i>
<b>1.</b> Given three number cards (1, 3, 5), the student picks the 1.		
<b>2.</b> When presented with the number 3, the student picks up or points to three objects or manipulatives.		
<b>3.</b> Point to the 5 on a number line.		
<b>4.</b> The student solves addition problem totaling 5.		
<b>5.</b> When presented with a problem student will select correct operation (i.e. $4 \text{ ? } 1 = 5$ ).		

**AIMS A**  
**RATER ITEM SCORING RUBRIC**

<b>Level 4:</b> The student correctly performs the task without assistance or a single repetition of instructions or refocusing through natural cues (i.e. wait time or cues that happen naturally in the environment.)	<b>Level 3:</b> The student correctly performs the task with general prompts and a single cue (i.e. <i>physical/verbal cues, including auditory cues, objects, tactual cues, visual cues, or sign language</i> ).	<b>Level 2:</b> The student correctly performs the task with specific prompts and up to 2 cues (i.e. <i>physical/verbal cues, including auditory cues, objects, tactual cues, visual cues, or sign language</i> ).	<b>Level 1:</b> The student does not perform the task at Level 2 or provides an incorrect response despite Level 2 support. Student requires extensive assistance and cannot perform the task without full adult support (i.e. hand over hand)
<ul style="list-style-type: none"> <li>The student responds or performs task correctly when presented as it is written in the instruction or Rater Item with the necessary materials.</li> <li>If the student does not respond independently, responds incorrectly, or does not perform the requested task when given adequate wait time, the teacher repeats the instructions and /or refocuses the student's attention</li> </ul>	<ul style="list-style-type: none"> <li>If the student responds incorrectly or does not perform the task at Level 4 when given adequate wait time, the teacher provides general prompts and includes a single physical/verbal cue about the expected response from the student such as:                             <ul style="list-style-type: none"> <li>Elaborating or providing additional clarifying information on directions or expected response.</li> <li>Demonstrating a like response such as, "This is a picture of a dog. Show me a picture of a cat."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>If the student responds incorrectly or does not perform the task at Level 3 when given adequate wait time, the teacher provides specific prompts and cues to direct the student's correct response such as:                             <ul style="list-style-type: none"> <li>Modeling exact response, "this is a picture of a dog, what is this? (Show a pictures/object representing a dog.)</li> <li>After physically guiding the student to the correct response such as using hand over hand the student then indicated the correct answer in his/her mode of communication.</li> </ul> </li> </ul>	
The student then responds correctly  <b>Record a score of 4</b>	The student then responds correctly.  <b>Record a score of 3</b>	The student responds correctly after being given the correct answer.  <b>Record a score of 2</b>	The student does not respond or does not respond correctly. Teacher demonstrates response and moves on to the next event.  <b>Record a score of 1</b>

Arizona Department of Education has adapted the rubric from the Colorado Student Assessment Program Alternate Level of Independence Performance Rubric.



# The Zoo



Tim is a tiger.



Tim lives at the  
zoo.



Tim goes to school  
every day.



Tim also reads  
every day.



Tim also plays  
every day.



Tim eats with his family.



Tim lives at the  
zoo.





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