



Released Testlet

Math.6.NS.5-8.IP

Subject: Mathematics

Grade: 6

Linkage Level: Initial Precursor

Essential Element: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).

Nodes Assessed: Recognize set. Recognize separateness.

A screenshot of a digital testlet interface. At the top, the text "Math.6.NS.5-8.IP" is displayed in blue. Below this, a large white rectangular area contains the instruction "Choose BEGIN to start." At the bottom of the interface, there are two buttons: a blue button on the left with a left-pointing arrow icon and the text "GO BACK", and a green button on the right with the text "BEGIN" and a right-pointing arrow icon.

Educator Directions:

In this testlet you will present the student with objects that are separate and objects that are in sets. It is important that separate objects are clearly separated, and objects in sets are clearly in a group (e.g., stacked, connected, touching, etc.).

Gather eight napkins, six pencils, and one rubber band (or piece of string). You may substitute other objects if required.

For the first two items, you will use the napkins. For the second two items, you will use the pencils.



Educator Directions:

Present the eight napkins to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the napkins.
- Talk about how napkins are used.

Once the student has attended to the napkins, stack five napkins together and leave three napkins separated. Indicate to the student that the stacked napkins are in a group and the other napkins are separate.

On the next screens, you will ask the student some questions about the napkins.



Educator Directions:

SHOW: the stacked napkins.

SAY: "Here are some napkins."

SHOW: the separate napkins.

SAY: "Here are some more napkins."

SHOW: the stacked napkins and the separate napkins.

SAY: "Show me the group of napkins."



Record student response:

- Indicates the group of stacked napkins
- Indicates the separate napkins
- Indicates one napkin or all of the napkins
- Attends to other stimuli
- No response



Educator Directions:

SHOW: the stacked napkins.

SAY: "Here are some napkins."

SHOW: the separate napkins.

SAY: "Here are some more napkins."

SHOW: the stacked napkins and the separate napkins.

SAY: "Show me the separate napkins."



Record student response:

- Indicates the separate napkins
- Indicates the group of stacked napkins
- Indicates one napkin or all of the napkins
- Attends to other stimuli
- No response



Educator Directions:

Present the six pencils to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the pencils.
- Show the student how pencils are used.

Once the student has attended to the pencils, bundle four pencils together with a rubber band or string and leave two pencils separated. Indicate to the student that the bundled pencils are in a group and the other pencils are separate.

On the next screens, you will ask the student some questions about the pencils.



Educator Directions:

SHOW: the bundled pencils.

SAY: "Here are some pencils."

SHOW: the separate pencils.

SAY: "Here are some more pencils."

SHOW: the bundled pencils and the separate pencils.

SAY: "Show me the separate pencils."



Record student response:

- Indicates the separate pencils
- Indicates the group of bundled pencils
- Indicates one pencil or all of the pencils
- Attends to other stimuli
- No response



Educator Directions:

SHOW: the bundled pencils.

SAY: "Here are some pencils."

SHOW: the separate pencils.

SAY: "Here are some more pencils."

SHOW: the bundled pencils and the separate pencils.

SAY: "Show me the group of pencils."



Record student response:

- Indicates the group of bundled pencils
- Indicates the separate pencils
- Indicates one pencil or all of the pencils
- Attends to other stimuli
- No response



Review: Math.6.NS.5-8.IP

Are you done?



Red boxes mean you are not done. Ask your teacher for help.

Answered Not answered

Blue dots mean you are done. You can choose end.



Review: Math.6.NS.5-8.IP

Are you done?

1	2	3	4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Red boxes mean you are not done. Ask your teacher for help.

Answered Not answered

Blue dots
choose end

Are you sure you want to end?



YES

NO

