

Released Items

Published March 2019

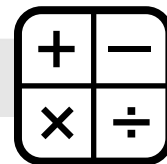
NCEXTEND1 **Grade 5 Mathematics**



Public Schools of North Carolina

Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program



Item 1

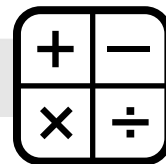
Test Cards: Provided by NCDPI

- Stem: "What is 2×5 ?"
- A: 10
- B: 7
- C: 3

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"What is 2×5 ?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"10"** (B) **"7"** (C) **"3"**
- The assessor says: **"What is 2×5 ? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. What is 2×5 ?"**
- The assessor presents the answer choices in the following order.

If B was removed

The assessor says: (A) **"10"** (C) **"3"**

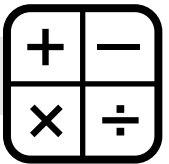
If C was removed

The assessor says: (A) **"10"** (B) **"7"**

The assessor says: **"What is 2×5 ? Select an answer."**

- The assessor and student continue to the next item.

RELEASED



Item 2

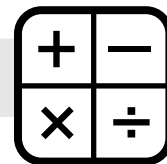
Test Cards: Provided by NCDPI

- Stimulus: a scripted bar graph
- Stem: "How many more miles did John run on Thursday than on Friday?"
- A: 1 mile
- B: 2 miles
- C: 3 miles

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

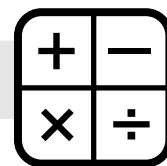
Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This bar graph shows the number of miles John ran each day, Monday through Friday."**
- The assessor presents and reads the stem.
- The assessor says: **"How many more miles did John run on Thursday than on Friday?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"1 mile"** (B) **"2 miles"** (C) **"3 miles"**
- The assessor says: **"How many more miles did John run on Thursday than on Friday? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This bar graph shows the number of miles John ran each day, Monday through Friday."**
- The assessor presents and reads the stem.
- The assessor says: **"How many more miles did John run on Thursday than on Friday?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"2 miles"** (C) **"3 miles"**
If C was removed
 The assessor says: (A) **"1 mile"** (B) **"2 miles"**
- The assessor says: **"How many more miles did John run on Thursday than on Friday? Select an answer."**
- The assessor and student continue to the next item.



Item 3

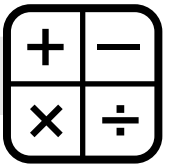
Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting 47 cubes
- Stem: "Which amount is equal to 4 tens and 7 ones?"
- A: 2 tens and 27 ones
- B: 2 tens and 17 ones
- C: 2 tens and 7 ones

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

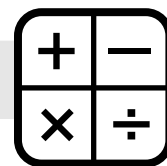
- The assessor presents and reads the stimulus.
- The assessor says: **"This shows 4 tens and 7 ones."**
- The assessor presents and reads the stem.
- The assessor says: **"Which amount is equal to 4 tens and 7 ones?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"2 tens and 27 ones"** (B) **"2 tens and 17 ones"** (C) **"2 tens and 7 ones"**
- The assessor says: **"Which amount is equal to 4 tens and 7 ones? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows 4 tens and 7 ones."**
- The assessor presents and reads the stem.
- The assessor says: **"Which amount is equal to 4 tens and 7 ones?"**
- The assessor presents the answer choices in the following order.
If B was removed
 The assessor says: (A) **"2 tens and 27 ones"** (C) **"2 tens and 7 ones"**
If C was removed
 The assessor says: (A) **"2 tens and 27 ones"** (B) **"2 tens and 17 ones"**
- The assessor says: **"Which amount is equal to 4 tens and 7 ones? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 4

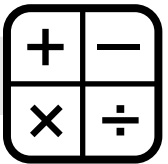
Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a numerical pattern
- Stem: "Which number comes next in the pattern?"
- A: 13
- B: 14
- C: 15

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

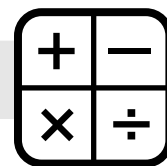
Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This shows a pattern, 3, 6, 9, 12, ____."**
- The assessor presents and reads the stem.
- The assessor says: **"Which number comes next in the pattern?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"13"** (B) **"14"** (C) **"15"**
- The assessor says: **"Which number comes next in the pattern? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows a pattern, 3, 6, 9, 12, ____."**
- The assessor presents and reads the stem.
- The assessor says: **"Which number comes next in the pattern?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"14"** (C) **"15"**
If B was removed
 The assessor says: (A) **"13"** (C) **"15"**
- The assessor says: **"Which number comes next in the pattern? Select an answer."**
- The assessor and student continue to the next item.



Item 5

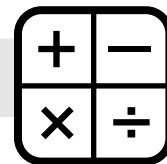
Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a parallelogram and a square
- Stem: "Which shape also has 4 corners and 4 sides?"
- A: triangle
- B: pentagon
- C: rectangle

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This shows a parallelogram and a square. Both have 4 corners and 4 sides."**
- The assessor presents and reads the stem.
- The assessor says: **"Which shape also has 4 corners and 4 sides?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"triangle"** (B) **"pentagon"** (C) **"rectangle"**
- The assessor says: **"Which shape also has 4 corners and 4 sides? Select an answer."**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



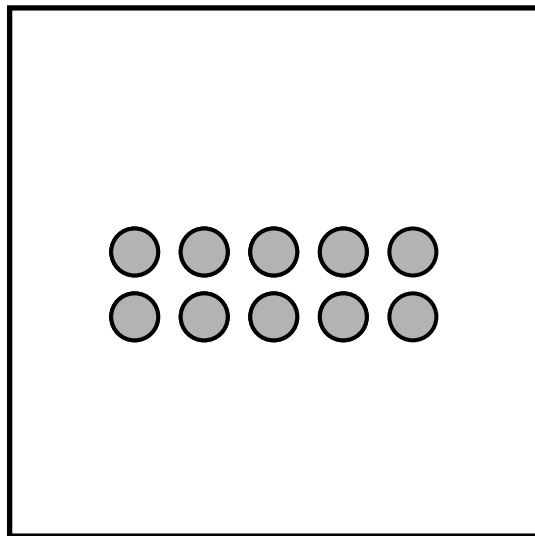
Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows a parallelogram and a square. Both have 4 corners and 4 sides."**
- The assessor presents and reads the stem.
- The assessor says: **"Which shape also has 4 corners and 4 sides?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"pentagon"** (C) **"rectangle"**
If B was removed
 The assessor says: (A) **"triangle"** (C) **"rectangle"**
- The assessor says: **"Which shape also has 4 corners and 4 sides? Select an answer."**
- The assessor ends the presentation of the sample items.

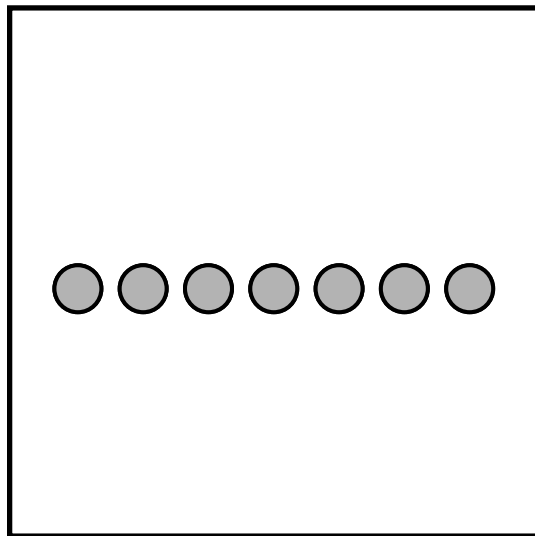
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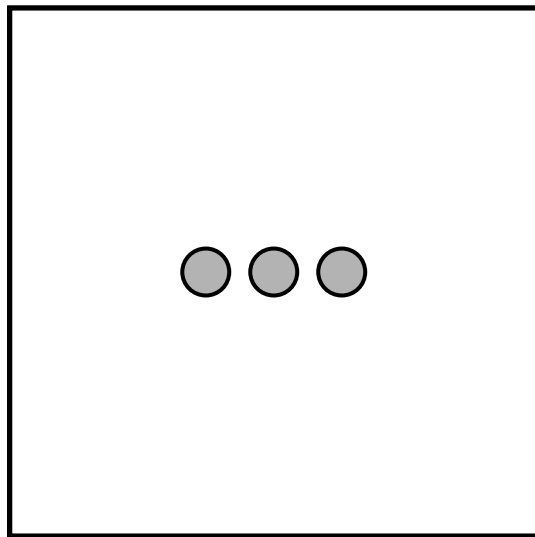
What is 2×5 ?



10

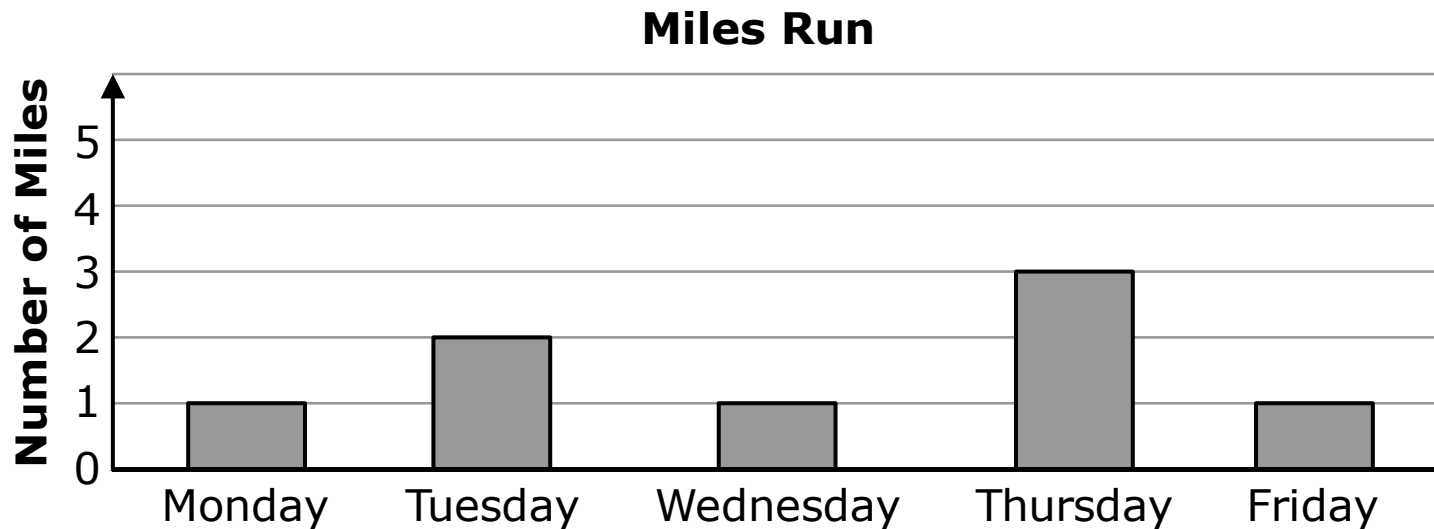


7



3

This bar graph shows the number of miles John ran each day, Monday through Friday.



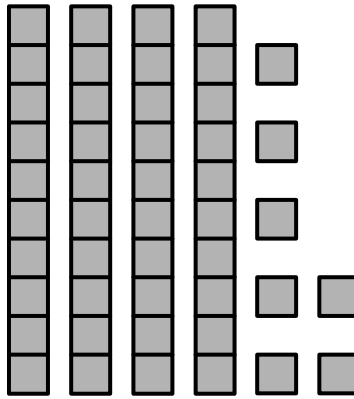
How many more miles did John run on Thursday than on Friday?

1 mile

2 miles

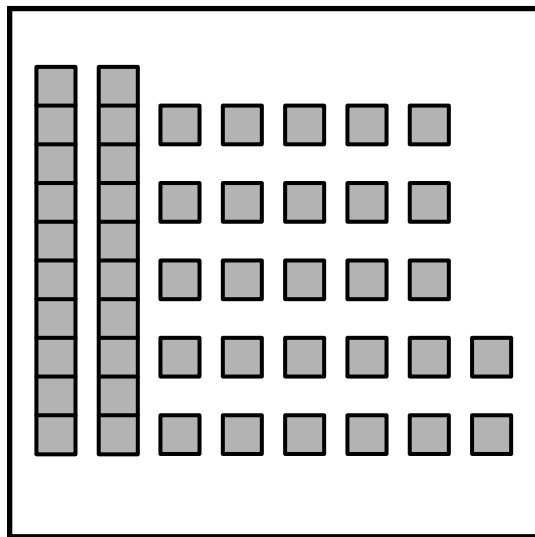
3 miles

This shows 4 tens and 7 ones.

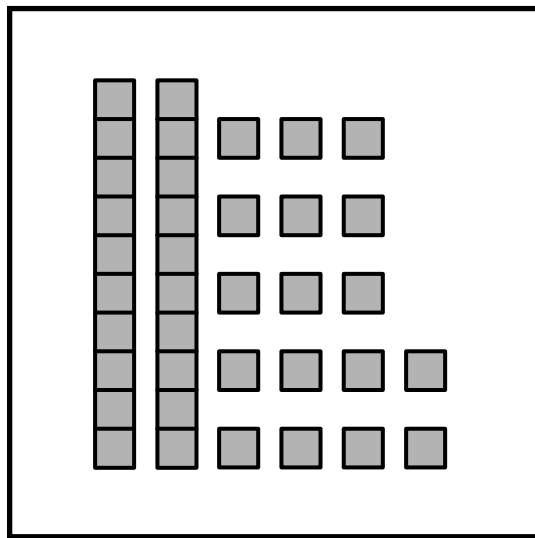


4 tens and 7 ones

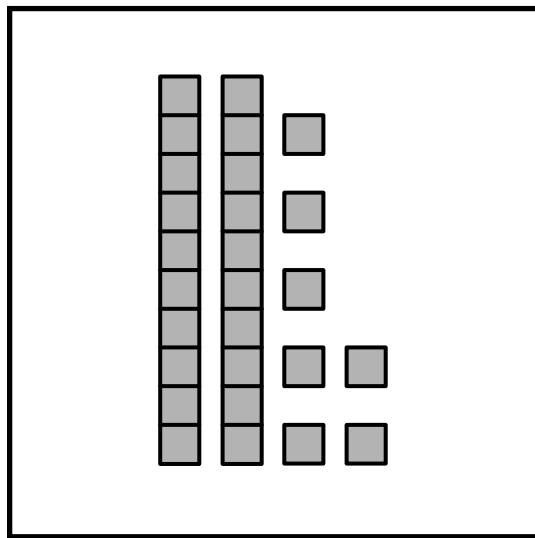
Which amount is equal to 4 tens and 7 ones?



2 tens and 27 ones



2 tens and 17 ones



2 tens and 7 ones

This shows a pattern.

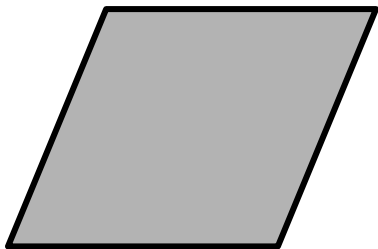
3, 6, 9, 12, ____

Which number comes next in the pattern?

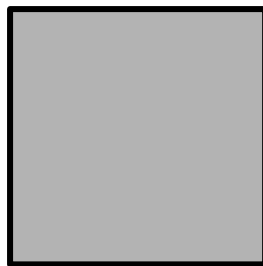
13

15

This shows a parallelogram and a square.
Both have 4 corners and 4 sides.

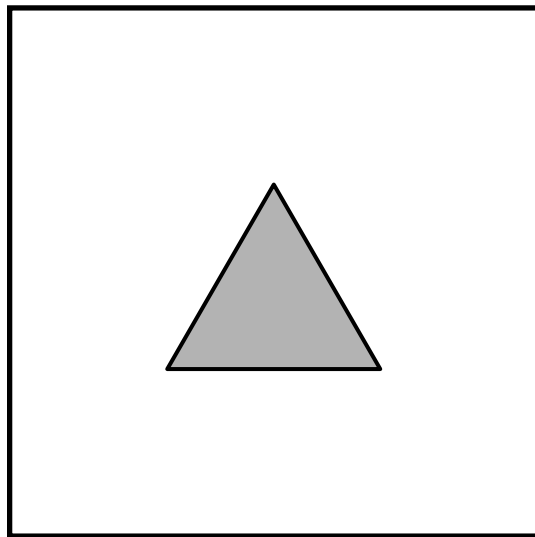


parallelogram

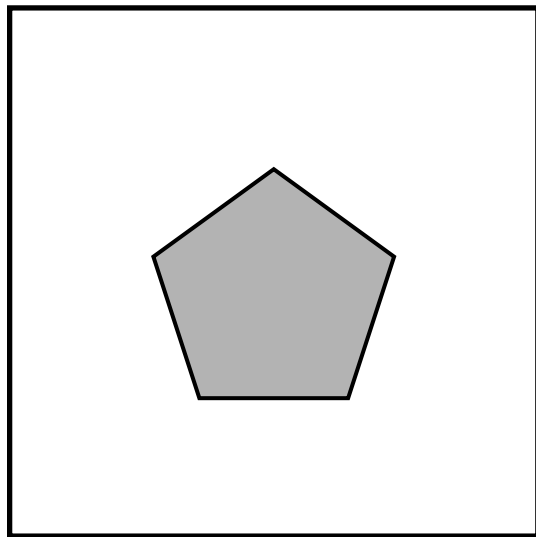


square

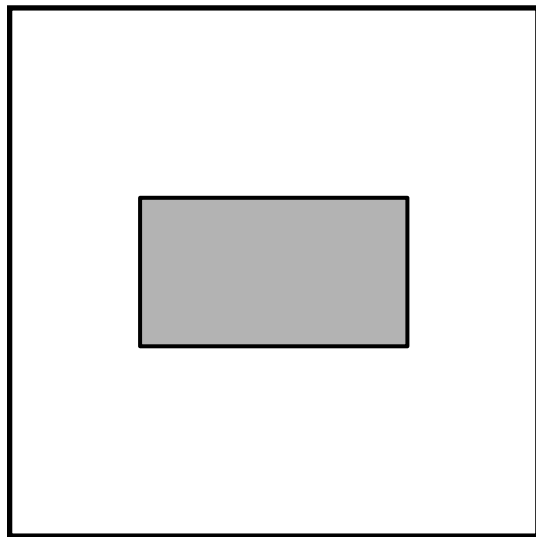
Which shape also has 4 corners and 4 sides?



triangle



pentagon



rectangle