

Released Items

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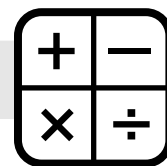
NCEXTEND1 **Grade 8 Mathematics**



Public Schools of North Carolina

Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program



Item 1

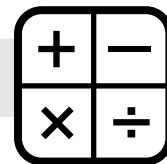
Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting a rectangular prism
- Stem: "What is the rectangular prism's volume?"
- A: 5 cubic inches
- B: 6 cubic inches
- C: 7 cubic inches

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

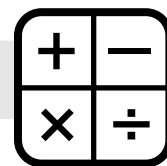
Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This shows a rectangular prism and the formula for finding its volume."**
- The assessor presents and reads the stem.
- The assessor says: **"What is the rectangular prism's volume?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"5 cubic inches"** (B) **"6 cubic inches"** (C) **"7 cubic inches"**
- The assessor says: **"What is the rectangular prism's volume? 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 rectangular prism and the formula for finding its volume."**
- The assessor presents and reads the stem.
- The assessor says: **"What is the rectangular prism's volume?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"6 cubic inches"** (C) **"7 cubic inches"**
If C was removed
 The assessor says: (A) **"5 cubic inches"** (B) **"6 cubic inches"**
- The assessor says: **"What is the rectangular prism's volume? Select an answer."**
- The assessor and student continue to the next item.



Item 2

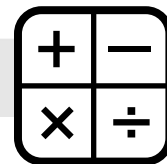
Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting the number 167
- Stem: "Which number equals the amount?"
- A: 167
- B: 617
- C: 761

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

Trial 1

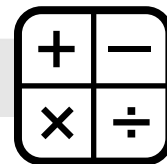
- The assessor presents and reads the stimulus.
- The assessor says: **"This shows an amount."**
- The assessor presents and reads the stem.
- The assessor says: **"Which number equals the amount?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"167"** (B) **"617"** (C) **"761"**
- The assessor says: **"Which number equals the amount? 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 an amount."**
- The assessor presents and reads the stem.
- The assessor says: **"Which number equals the amount?"**
- The assessor presents the answer choices in the following order.
If B was removed
 The assessor says: (A) **"167"** (C) **"761"**
If C was removed
 The assessor says: (A) **"167"** (B) **"617"**
- The assessor says: **"Which number equals the amount? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 3

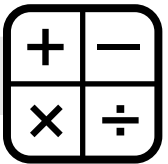
Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a linear function
- Stem: "What is the missing number?"
- A: 13
- B: 15
- C: 18

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

Trial 1

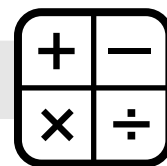
- The assessor presents and reads the stimulus.
- The assessor says: **"This table shows a linear function."**
- The assessor presents and reads the stem.
- The assessor says: **"What is the missing number?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"13"** (B) **"15"** (C) **"18"**
- The assessor says: **"What is the missing number? 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 table shows a linear function."**
- The assessor presents and reads the stem.
- The assessor says: **"What is the missing number?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"15"** (C) **"18"**
If B was removed
 The assessor says: (A) **"13"** (C) **"18"**
- The assessor says: **"What is the missing number? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



Item 4

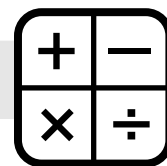
Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a bar graph
- Stem: "How many more cats than dogs are at the pet store?"
- A: 2
- B: 4
- C: 6

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

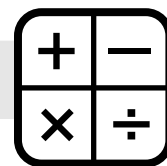
Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This graph shows the number of cats and dogs at a pet store."**
- The assessor presents and reads the stem.
- The assessor says: **"How many more cats than dogs are at the pet store?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"2"** (B) **"4"** (C) **"6"**
- The assessor says: **"How many more cats than dogs are at the pet store? 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 graph shows the number of cats and dogs at a pet store."**
- The assessor presents and reads the stem.
- The assessor says: **"How many more cats than dogs are at the pet store?"**
- The assessor presents the answer choices in the following order.
If A was removed
 The assessor says: (B) **"4"** (C) **"6"**
If C was removed
 The assessor says: (A) **"2"** (B) **"4"**
- The assessor says: **"How many more cats than dogs are at the pet store? Select an answer."**
- The assessor and student continue to the next item.



Item 5

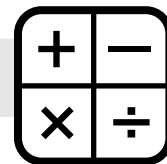
Test Cards: Provided by NCDPI

- Stimulus: a scripted presentation of a decimal
- Stem: "Which decimal is equal to $\frac{42}{100}$?"
- A: 0.42
- B: 4.20
- C: 42.0

*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 $\frac{42}{100}$."**
- The assessor presents and reads the stem.
- The assessor says: **"Which decimal is equal to $\frac{42}{100}$?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"0.42"** (B) **"4.20"** (C) **"42.0"**
- The assessor says: **"Which decimal is equal to $\frac{42}{100}$? 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.

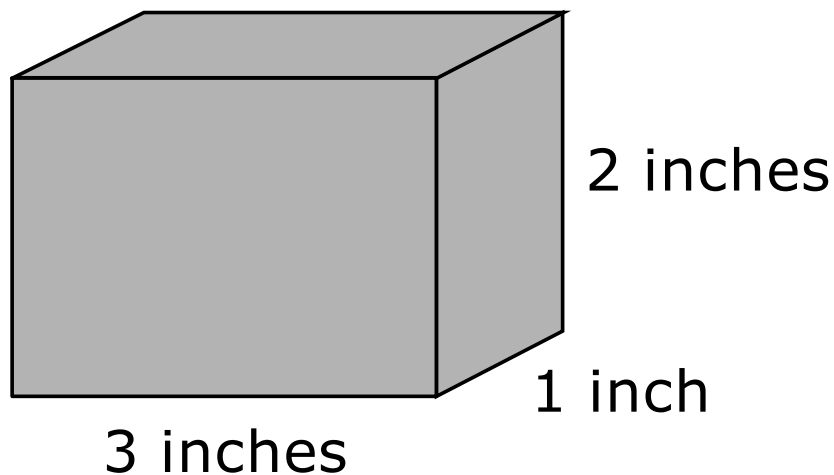


Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows $\frac{42}{100}$."**
- The assessor presents and reads the stem.
- The assessor says: **"Which decimal is equal to $\frac{42}{100}$ "**
- The assessor presents the answer choices in the following order.
If B was removed
 The assessor says: (A) **"0.42"** (C) **"42.0"**
If C was removed
 The assessor says: (A) **"0.42"** (B) **"4.20"**
- The assessor says: **"Which decimal is equal to $\frac{42}{100}$? Select an answer."**
- The assessor ends the presentation of the sample items.



This shows a rectangular prism and the formula for finding its volume.



$$\text{volume} = \text{length} \times \text{width} \times \text{height}$$

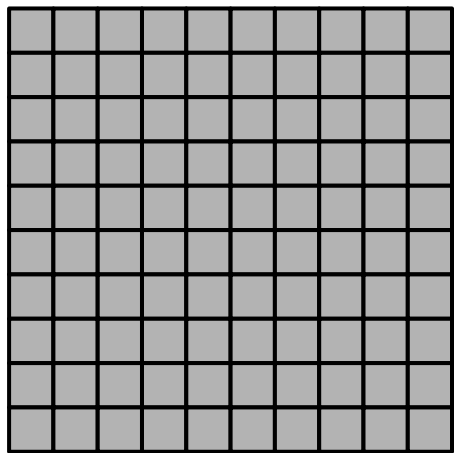
What is the rectangular prism's volume?

5 cubic inches

6 cubic inches

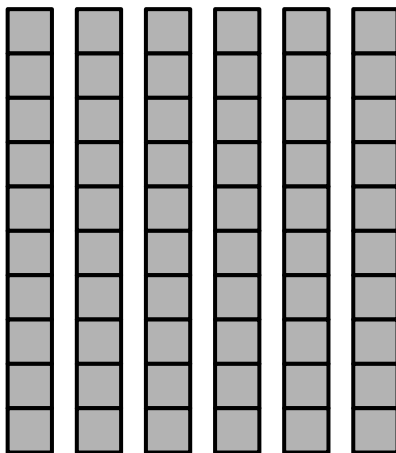
7 cubic inches

This shows an amount.



1 hundred

+



6 tens

+ 7 ones



Which number equals the amount?

167

617

761

This table shows a linear function.

x	y
2	6
4	12
6	?

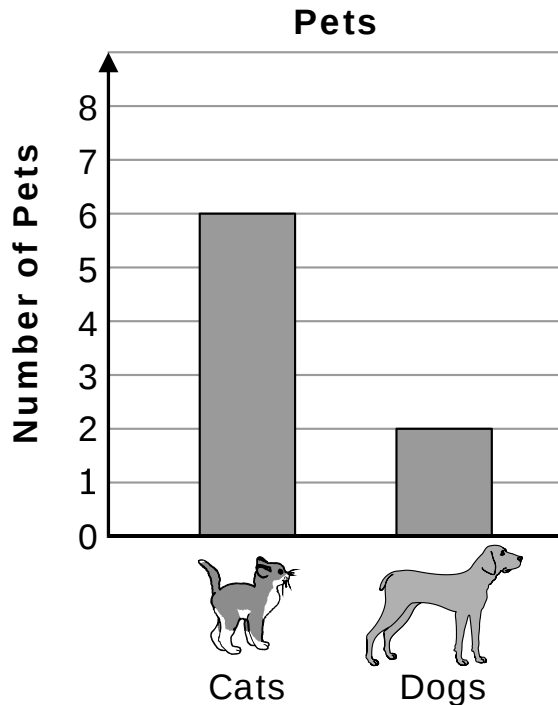
What is the missing number?

13

15

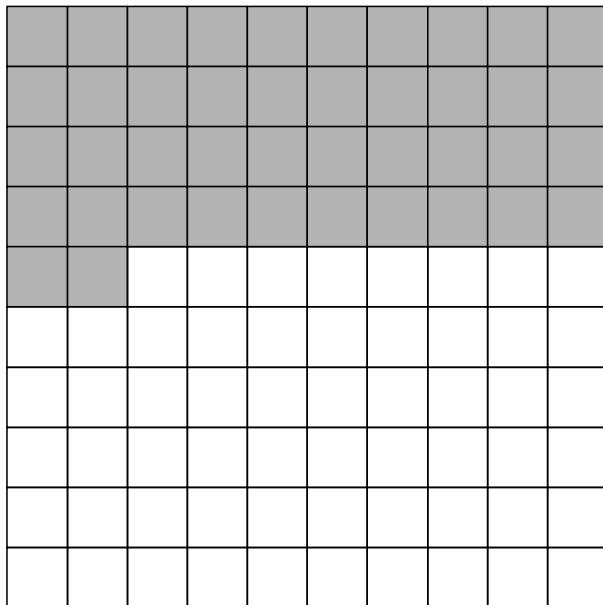
18

This graph shows the number of cats and dogs at a pet store.



How many more cats than dogs are at the pet store?

This shows $\frac{42}{100}$.



Which decimal is equal to $\frac{42}{100}$?

0.42

4.20

42.0