

Wisconsin Alternate Assessment Students with Disabilities (WAA-SwD) Sample Items

Teacher Test Book

Note: Item information (grade, subject, level, item type, and indicator) is included for training purposes only. This information will not appear on actual WAA-SwD test items. Item type SR is selected response, CR is constructed response.

GRADE 3-4 Mathematics PROFICIENT SR

Sample Item 1

Indicator Assessed

Order or rote count numbers 0-20 and represent numbers 0-10.

*Prepare: Place **Math 1** in front of the student.*

SAY Here are some pictures of flowers.

Point to the flowers.

SAY Count the flowers.

Allow the student time to count before reading the next prompt.

SAY 2, 5, 10. How many pictures of flowers are there?

Student Response:

- A. Indicates 2
- B. Indicates 5
- C. Indicates 10
- D. Other
- E. No Response

GRADE 3-4 Mathematics PROFICIENT SR

Sample Item 2

Indicator Assessed

Recognize or extend two part/ A B pattern.

*Prepare: Place **Math 2** in front of the student.*

SAY

Here is a pattern.

The pattern is square, circle, square, circle, square, circle.

Point to each object in the pattern as you read it aloud.

Point to the blank line at the end of the pattern.

SAY

Which shape comes next?

Point to each answer choice.

Student Response:

- A. Indicates Circle
- B. Indicates Square
- C. Indicates Star
- D. Other
- E. No Response

GRADE 5-6 Mathematics PROFICIENT SR

Sample Item 3

Indicator Assessed

Recognize, count and order numbers to 50.

*Prepare: Place **Math 3** in front of student.*

SAY

Here are some numbers.

Point to each number.

SAY

Which one is the number 32?

Student Response:

- A. Indicates 5
- B. Indicates 32
- C. Indicates 47
- D. Other
- E. No Response

GRADE 5-6 Mathematics PROFICIENT SR

Sample Item 4

Indicator Assessed

Identify purpose of basic tools of measurement and connect them to everyday situations
(e.g. clock, ruler, calendar, measuring cup, scale, thermometer).

*Prepare: Place **Math 4** in front of the student.*

SAY

Here are some objects.

Point to each object.

SAY

Which one is used to measure time?

Student Response:

- A. Indicates Ruler
- B. Indicates Clock
- C. Indicates Measuring Cup
- D. Other
- E. No Response

GRADE 5-6 Mathematics PROFICIENT CR

Sample Item 5

Indicator Assessed

Identify and count like coins up to one dollar and using bills up to five dollars.

*Prepare: Place **Math 5** in front of the student.*

SAY

**Here are some pictures of dimes.
A dime is worth 10 cents.**

Point to the dimes.

SAY

How much money is this all together?

Point to the answer choices.

Student Response:

- A. Indicates 70 cents
- B. Indicates 10 cents
- C. Indicates 7 cents
- D. Other
- E. No Response

GRADE 7-8 Mathematics ADVANCED CR

Sample Item 6

Indicator Assessed

Use four basic operations in everyday situations.

*Prepare: Place **Math 6** in front of the student.*

SAY

Here is a menu.

Point to the menu. Point to each answer choice as you read the food labels aloud:

SAY

Hot dog, Popcorn, Milk. Which two items could you buy that equal \$3.00 total?

Student Response:

- A. Indicates Hot Dog AND Milk
- B. Indicates Popcorn and Milk
- C. Indicates Popcorn and Hot Dog
- D. Other
- E. No Response

GRADE 7-8 Mathematics PROFICIENT SR

Sample Item 7

Indicator Assessed

Solve a simple one step open equality sentence.

*Prepare: Place **Math 7** in front of the student.*

SAY

**Here is a problem.
It says 7 plus 5.**

Point to the problem as you read it aloud. Point to the blank line. Point to each answer choice as you read it aloud:

SAY

2, 12, 86. What is the answer to the problem?

Student Response:

- A. Indicates 2
- B. Indicates 12
- C. Indicates 86
- D. Other
- E. No Response

GRADE 10 Mathematics PROFICIENT SR

Sample Item 8

Indicator Assessed

Determine the likelihood of events occurring

*Prepare: Place student page **Math 8** in front of the student.*

SAY

Here are some pictures of coins.

Point to the coins as you read the labels aloud:

SAY

Penny, Penny, Nickel, Quarter.

If I had only these coins in my pocket, is it possible to pull a dime from my pocket?

Point to each answer choice as you read each word aloud:

SAY

Possible, Impossible, Certain.

Student Response:

- A. Indicates Possible
- B. Indicates Impossible
- C. Indicates Certain
- D. Other
- E. No Response

GRADE 4 Science PROFICIENT SR

Sample Item 9

Indicator Assessed

Science Inquiry

(Use basic science vocabulary and tools.)

*Prepare: Place **Science 9** in front of student.*

SAY

Here is a picture of a ruler, a magnifying glass and a scale.

Point to each picture as you read each label aloud.

SAY

Which tool can be used to measure the weight of an object?

Student Response:

- A. Indicates Ruler
- B. Indicates Magnifying Glass
- C. Indicates Scale
- D. Other
- E. No Response

GRADE 4 Science PROFICIENT CR

Sample Item 10

Indicator Assessed

Science Inquiry

(Use basic science vocabulary and tools.)

*Prepare: Place **Science 10** in front of the student.*

SAY

Here are some pictures that show what happens when salt is added to water.

Point to each picture as you read the labels aloud:

SAY

**Saltwater, Salt and Water, Water only.
These pictures are not in the correct order.
Which step comes first?**

Allow the student time to respond to the first prompt.

SAY

Which step comes next?

Allow the student time to respond to the second prompt.

SAY

Which step comes last?

Student Response:

- A. Indicates three steps in correct order
- B. Indicates two steps in correct order
- C. Indicates one step in correct order
- D. Indicates no steps in correct order
- E. No Response

GRADE 8 Science PROFICIENT SR

Sample Item 11

Indicator Assessed

Life and Environmental Science
(Identify characteristics of living things.)

*Prepare: Place **Science 11** in front of the student.*

SAY

Here is a picture of a bird.

Point to the bird.

Point to each picture as you read each label aloud:

SAY

Brick, Leaf, Feather. Which object is part of the bird?

Student Response:

- A. Indicates Brick
- B. Indicates Leaf
- C. Indicates Feather
- D. Other
- E. No Response

Sample Item 12

GRADE 8 Science ADVANCED SR

Indicator Assessed

Use specific materials to represent science concepts.

*Prepare: Place student page **Science 12** in front of the student.*

SAY

A skeleton is a model of the human body.

Point to the picture of the skeleton.

SAY

Which is the picture of the ribs?

Point to each answer choice.

Student Response:

- A. Indicates Skull
- B. Indicates Arm
- C. Indicates Ribs
- D. Other
- E. No Response

Sample Item 13

GRADE 8 Science PROFICIENT SR

Indicator Assessed

Identify characteristics of living things.

Prepare: Place student page Science 13 in front of the student.

SAY

Here is a picture of an adult frog.

Point to the adult frog.

Point to each picture as you read each label aloud:

SAY

Chick, Bunny, Tadpole. Which of these animals will grow to be a frog?

Student Response:

- A. Indicates Chick
- B. Indicates Bunny
- C. Indicates Tadpole
- D. Other
- E. No Response

GRADE 10 Science BASIC SR

Sample Item 14

Indicator Assessed

Life and Environmental Science

(Recognize that adaptations are part of natural processes.)

*Prepare: Place **Science 14** in front of the student.*

SAY

Here are pictures of a Fish, a Horse, and a Squirrel.

Point to each picture as you read each label aloud.

SAY

Which animal can live in the water?

Student Response:

- A. Indicates Fish
- B. Indicates Horse
- C. Indicates Squirrel
- D. Other
- E. No Response

GRADE 10 Science ADVANCED CR

Sample Item 15

Indicator Assessed
Earth and Space Science
(Identify Earth's position in the Solar System.)

*Prepare: Place **Science 15** in front of the student.*

SAY

**Here is a picture of some objects in the sky.
Which is a picture of the Earth?**

Give student time to respond before reading the next prompt.

SAY

Which is a picture of the moon?

Student Response:

- A. Indicates both the Earth and moon correctly (two correct answers)
- B. Indicates either the Earth or the moon correctly (one correct answer)
- C. Indicates neither the Earth nor the moon (incorrect answer)
- D. Other
- E. No Response

GRADE 3-4 Reading MINIMAL SR

Sample Item 16

read by
STUDENT

Indicator Assessed

Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length. Sequence beginning, and end from text.

*Prepare: Place **Reading 16** in front of student.*



Read the sentence.

*Allow the student to read the following sentence:
John likes to ride his bike.*

Point to each answer choice.



What does John like to ride?

Student Response:

- A. Indicates Car
- B. Indicates Horse
- C. Indicates Bike
- D. Other
- E. No Response

| Sample Item 17 | read by STUDENT | GRADE 3-4 Reading Proficient SR Indicator Assessed Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length. /Sequence beginning, and end from text |
|--|---------------------------|--|
| <p><i>Prepare: Place student page Reading 17 in front of student.</i></p> <p>SAY Read the story.</p> <p><i>Point to the sentences and allow the student to read the following:</i></p> <p>Jim has a pig. Jim grows corn. Jim is a farmer.</p> <p>SAY Which picture shows what Jim grows?</p> <p><i>Point to each answer choice.</i></p> | | |
| <p>Student Response:</p> <p><input type="checkbox"/> A. Indicates Cow</p> <p><input type="checkbox"/> B. Indicates Corn</p> <p><input type="checkbox"/> C. Indicates Pig</p> <p><input type="checkbox"/> D. Other</p> <p><input type="checkbox"/> E. No Response</p> | | |

Sample Item 18

read by
STUDENT

GRADE 5-6 Reading ADVANCED SR

Indicator Assessed

Use picture or sound clues to determine word meaning.

*Prepare: Place **Reading 18** in front of student.*

SAY

Read the sentence.

Allow the student to read the following sentence:

Jan places the book on the table.

Point to each answer choice.

SAY

Which word is most like places?

Student Response:

- A. Indicates Jumps
- B. Indicates Puts
- C. Indicates Lifts
- D. Other
- E. No response

GRADE 5-6 Reading BASIC SR

Sample Item 19

read by
TEACHER

Indicator Assessed

Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.

*Prepare: Place **Reading 19** in front of student.
Point to each sentence as you read it aloud.*

SAY

**Kisha is on the swim team.
She swims every morning before school.
She swims after school too.**

Point to each answer as you read it aloud:

SAY

Kisha running, Kisha swimming, Kisha eating. What is this story about?

Student Response:

- A. Indicates Kisha running
- B. Indicates Kisha swimming
- C. Indicates Kisha eating
- D. Other
- E. No response

| Sample Item 20 | read by TEACHER | GRADE 7-8 Reading BASIC SR Indicator Assessed Make connections, predictions, and draw conclusions. |
|---|---------------------------|--|
| <p><i>Prepare: Place Reading 20 in front of student. Point to each sentence as you read it aloud.</i></p> <p>SAY It was raining hard, but Tom had to go outside. He got his raincoat. He got his boots.</p> <p><i>Point to each answer choice as you read it aloud:</i></p> <p>SAY Sunglasses, Sandals, Umbrella. What else can Tom use to keep himself dry?</p> | | |
| <p>Student Response:</p> <ul style="list-style-type: none"><input type="checkbox"/> A. Indicates Sunglasses<input type="checkbox"/> B. Indicates Sandals<input type="checkbox"/> C. Indicates Umbrella<input type="checkbox"/> D. Other<input type="checkbox"/> E. No Response | | |

| Sample Item 21 | read by TEACHER | GRADE 7-8 Reading BASIC SR Indicator Assessed Identify stated information in literary and informational text. Identify stated sequence of events in literary and informational text. |
|--|--------------------|---|
| <p><i>Prepare: Place Science 21 in front of student. Point to each sentence as you read the passage aloud.</i></p> <p>SAY Sara did laundry. She turned the washing machine on. She added soap. Then she put her clothes in.</p> <p><i>Point to each answer choice as you read each sentence aloud:</i></p> <p>SAY Sara turned the washing machine on. Sara added soap. Sara put her clothes in. What happened last?</p> | | |
| <p>Student Response:</p> <p><input type="checkbox"/> A. Indicates Sara turned the washing machine on.</p> <p><input type="checkbox"/> B. Indicates Sara added soap.</p> <p><input type="checkbox"/> C. Indicates Sara put her clothes in.</p> <p><input type="checkbox"/> D. Other</p> <p><input type="checkbox"/> E. No Response</p> | | |

| Sample Item 22 | read by TEACHER | GRADE 7-8 Reading PROFICIENT CR Indicator Assessed Make connections between text and self, make predictions, and distinguish between fact and fantasy. |
|--|---------------------------|--|
| <p><i>Prepare: Place Reading 22 in front of student. Point to each sentence as you read it aloud.</i></p> <p>SAY Matt has a dog. His name is Buddy. Buddy has wings.</p> <p><i>Point to each answer choice as you read it aloud:</i></p> <p>SAY Buddy has wings. Matt has a dog. His name is Buddy. Which parts of the story are real?</p> | | |
| <p>Student Response:</p> <p><input type="checkbox"/> A. Indicates Matt has a dog. AND His name is Buddy. (two correct answers)</p> <p><input type="checkbox"/> B. Indicates Matt has a dog. OR His name is Buddy. (one correct answer)</p> <p><input type="checkbox"/> C. Indicates Buddy has wings. (incorrect answer)</p> <p><input type="checkbox"/> D. Other</p> <p><input type="checkbox"/> E. No response</p> | | |

Sample Item 23

read by
TEACHER

GRADE 10 Reading PROFICIENT CR

Indicator Assessed

Draw conclusions from literary and informational text.

*Prepare: Place **Reading 23** in front of student.
Point to each sentence as you read it aloud.*

SAY

Carmen, Mai and June are making plans.

"I want to watch T.V.," said Mai.

"I'd like to go for a bike ride," said Carmen.

"We can take a picnic to the lake," said June.

Point to each answer choice as you read it aloud:

SAY

Mai, Carmen, June. Which two girls want to do something outside this weekend?

Student Response:

- A. Indicates Carmen AND June
- B. Indicates Carmen OR June
- C. Indicates Mai
- D. Other
- E. No Response

| Sample Item 24 | read by TEACHER | GRADE 10 Reading PROFICIENT SR Indicator Assessed Interpret word meanings within a passage according to connotation (tone) or context. |
|---|---------------------------|--|
| <p><i>Prepare: Place Reading 24 in front of student. Point to each sentence as you read the passage aloud.</i></p> <p>SAY Jack enjoys walking his dogs.</p> <p><i>Point to each answer choice as you read each sentence aloud:</i></p> <p>SAY He wants to. He doesn't want to. He doesn't care. How does Jack feel about walking his dogs?</p> | | |
| <p>Student Response:</p> <p><input type="checkbox"/> A. Indicates He wants to.</p> <p><input type="checkbox"/> B. Indicates He doesn't want to.</p> <p><input type="checkbox"/> C. Indicates He doesn't care.</p> <p><input type="checkbox"/> D. Other</p> <p><input type="checkbox"/> E. No Response</p> | | |

GRADE 10 Reading Advanced SR

Sample Item 25

**read by
STUDENT**

Indicator Assessed

Interpret word meanings within a passage according to connotation (tone) or context.

*Prepare: Place student page **Reading 25** in front of student.*

SAY

Read the letter.

Point to each sentence and allow the student to read the following letter:

Point to the blank line at the end of the letter.

Dear Mark,
Thanks for going to the pool.
I like to swim with you.
Let's go again soon.

SAY

Read each answer choice.

Point to each answer choice and allow the student to read the following:

Dear Lee,
Your friend, Lee
June 6, 2007

SAY

Which words belong in the blank?

Student Response:

- A. Indicates Dear Lee,
- B. Indicates Your friend, Lee
- C. Indicates June 6, 2007
- D. Other
- E. No Response

