AIMS A Test Sample Instructions

AIMS A Test Sample Intended Purpose:
The test samples are being provided to give students, parents and educators an example of the types of items students will encounter when they participate in the alternate assessment.

Description:
Arizona’s Instrument to Measure Standards Alternate (AIMS A) is administered to eligible students with significant cognitive disabilities. AIMS A assessment measures what students know and are able to do in the content areas of mathematics, reading, and science aligned with the Arizona Alternate Academic Standards. This document contains sample items for the two current item types; multiple choice and performance tasks.

Educators can use these test samples as a way to expose their students to the alternate assessment test formats for the grade level and content areas for which their student is enrolled in. An answer key with the targeted alternate standard is also provided.

*Please note, this SAMPLE assessment will not directly indicate how a student will score on the actual AIMS A.*

Multiple Choice – During the actual AIMS A assessment, the Multiple Choice section is online. In this document, the test sample items are displayed in a hard copy format. Test administrators read the test question and answer choices and students selects an answer from three options. During the actual assessment, the student is allowed to use accommodations such as assistive technology devices, manipulatives, or other supports as long as those accommodations are routinely used during instruction and documented in the student’s IEP.

Performance Tasks – Performance tasks are constructed response items. The test administrator will present the prompt card and read the prompt in (italics) to the student. Performance Tasks will be scored using the AIMS A Performance Task Scoring Rubric. Test administrators should be very familiar with the rubric as there are very specific requirements for cues and prompts at the different levels. Test administrators may refer to the list of cues on the AIMS A Performance Task Scoring Rubric. This resource may clarify the types of cueing that is available and allowable as well as how to implement student supports within the various levels of the rubric.
<table>
<thead>
<tr>
<th>FIRST: Prompts with Answer Card Choices</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>First: Prompts with Answer Card Choices</td>
<td>Test Administrator reads Performance Task prompt and shows answer card choices contained in test materials. Student responds without assistance or only with a single repetition of the prompt. (Do not label/read answer card choices).</td>
<td>Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.</td>
<td>Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.</td>
<td>Test Administrator reads Performance Task prompt and removes all items/distracters (answer card choices). Present student only the correct answer card choice with any cues as necessary.</td>
<td>The student is non-responsive after Performance Task prompt was presented with all levels of support.</td>
</tr>
<tr>
<td>Prompts without Answer Card Choices*</td>
<td>Test Administrator reads Performance Task prompt. Student responds without assistance or only with a single repetition of the prompt and uses wait time only.</td>
<td>Test Administrator reads Performance Task prompt and uses a single cue.</td>
<td>Test Administrator reads Performance Task prompt and uses 2 cues.</td>
<td>Test Administrator reads Performance Task prompt with any cues necessary. Test Administrator will verbally state correct response for student to imitate or repeat. Cues that can be used at Level 3: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</td>
<td></td>
</tr>
<tr>
<td>THEN: ADD STRATEGY</td>
<td>None</td>
<td>Elaborate the question: provide additional clarifying information on directions or expected response.</td>
<td>Demonstrate a similar response: “This is picture of a dog. Show me the picture of the cat.” Cues that can be used at Level 2: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.</td>
<td>Model exact response: “This is a picture of a dog. What is this?” (Show picture/object representing dog.)</td>
<td></td>
</tr>
<tr>
<td>SCORE</td>
<td>The student responds correctly. Record a score of 4 If the student: • Does not respond independently; • Responds incorrectly; • Does not perform the requested task when given wait time; or • After test administrator repeats the instructions; Move to Level 4.</td>
<td>The student responds correctly. Record a score of 3 If the student: • Does not respond; or • Responds incorrectly; Even with the addition of elaboration;</td>
<td>The student responds correctly. Record a score of 2 If the student: • Does not respond; or • Responds incorrectly; Even with the addition of a demonstration;</td>
<td>The student responds correctly. Record a score of 1 If the student: • Does not respond; or • Responds incorrectly; Even with a model, cues, and removal of all distracters;</td>
<td>The student does not respond. Record a score of 0 Move to Level 1.</td>
</tr>
</tbody>
</table>

*NOT ALL PERFORMANCE TASK PROMPTS HAVE ANSWER CARD CHOICES
Cues

Cueing is a way to help support or signal a student. A cue by itself does not give the student a direct answer. Most importantly cues should be understood by the student and eventually faded. This is not an exhaustive list.

Physical Cue: Offers physical guidance to support or elicit a response. Hand over hand, tapping the back of a hand, holding an elbow, pointing, or standing by a student to stop a behavior (proximity), etc.

Verbal Cue: Gives the student oral or verbal information. “Look at me”, “put letter A first”, “it’s 11:30 (lunchtime)”, etc.

Gestural Cue: A movement or gesture which is understood by student to extract a specific behavior. Pointing, tapping, winking, waving, etc.

Auditory Cue: Presents a sound or noise used to focus or gain student’s attention. Tapping on table, bells, timer, ringers, etc.

Visual Cue: Alerts a student to where to focus and/or where to respond: Color coding, labeling, highlighting, arrows, concrete objects, etc.

Tactile Cue: Provides an item for the student to feel or a touch support for student. Feather, velcro, sandpaper, concrete objects, etc.

Example of how to use rubric:

Give student an alphabet chart.

“Sally point to the letter S.” No response from student. **Support at Level 5: wait time.**

“Sally point to the letter S. It is between the letter R and U. Remember it is the first letter of your name.” No response from student. **Support at Level 4: verbal cue** and elaboration.

“Sally watch me point to the letter R. Now you point to the letter S.” (Teacher points to letter R and teacher puts hand on top of Sally’s and moves her hand near the letter S. No response from student. **Support at Level 3: gestural and physical cues** and demonstrated a similar response.

“Sally watch me point to the letter S. Now you point to the letter S.” (Teacher covers all letters with a paper, teacher guides Sally’s hand to letter S and Sally moves finger once over the letter S. **Support at Level 2: physical cue**, removes all distracters and modeled a response. **SCORE: 1**.)
AIMS A
TEST SAMPLES
GRADE 3
1. Which number sentence describes the image?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 x 2 = 6</td>
<td>2 x 5 = 10</td>
<td>2 x 6 = 16</td>
</tr>
</tbody>
</table>
2. Choose the octagon.
3. Complete the equation.

Cup A  |  | Cup B

A > B < C
1. “Subtract”

10 - 6 = □
2. “Put the numbers 23, 17, and 44 in order from least to greatest.”

<table>
<thead>
<tr>
<th>23</th>
<th>17</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>17</td>
<td>44</td>
</tr>
<tr>
<td>44</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>17</td>
<td>23</td>
<td>44</td>
</tr>
</tbody>
</table>
3. “What is the value of a quarter?”

$0.10  $0.15  $0.25
1. What was the main idea of the text?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Martin Luther King Jr. was a hard worker.</td>
<td>Martin Luther King Jr. won the Nobel Peace Prize.</td>
<td>Martin Luther King Jr. supported the Civil Rights Movement.</td>
</tr>
</tbody>
</table>
Andy and Maria are brother and sister. They both wanted to use the computer but could not share. Maria got onto the computer first. Andy got upset, started to cry, and went outside.

2. What happened when Andy got upset?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>He laughed.</td>
<td>He played on the computer.</td>
<td>He started to cry.</td>
</tr>
</tbody>
</table>
3. On which object can you find the abbreviation Wed.?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>calendar</td>
<td>measuring cup</td>
<td>ruler</td>
</tr>
</tbody>
</table>

- A: Calendar
- B: Measuring cup
- C: Ruler
1. “What kind of party are you invited to?”

- birthday
- graduation
- wedding
2. “Which word below has a suffix?”

Joyful  Pool  Unhappy
Martha carved a Jack-O-Lantern for Halloween. First, she cut the top off of the pumpkin. Next, she scooped out the seeds. Then, she carved two eyes, a nose and a mouth. Next, she placed a candle in the pumpkin and lit it. Finally, she placed her Jack-O-Lantern in a window to enjoy.

3. Martha just scooped out the seeds from her pumpkin and states that she is finished. Is her statement correct?

   yes  no  not enough information
AIMS A
TEST SAMPLES
GRADE 4
Look at the pattern.

5, 50, 500, 5,000

1. Which answer below uses the same rule?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9, 91, 929, 9,561</td>
<td>7, 70, 700, 7,000</td>
<td>3, 36, 432, 5,184</td>
</tr>
</tbody>
</table>
2. Which shape is a cylinder?
3. Which object is a cone?
AIMS A Sample Test Math Grade 4 – Performance Task

Prompt Card

26 + 12 = □

1. “Add”

28 38 48
2. How many days are in 1 week?

- 5
- 7
- 10
3. “Which two triangles are similar?”

- A and B
- B and C
- A and C
1. Which of the following is a supporting detail from the text?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Martin Luther King Jr. enjoyed winning an award.</td>
<td>Martin Luther King Jr. became a national leader.</td>
<td>Martin Luther King Jr. was the youngest person in his family.</td>
</tr>
</tbody>
</table>
Andy and Maria are brother and sister. They both wanted to use the computer but could not share. Maria got onto the computer first. Andy got upset, started to cry, and went outside.

2. How were the characters in the story related?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>classmates</td>
<td>friends</td>
<td>siblings</td>
</tr>
</tbody>
</table>
Andy and Maria are brother and sister. They both wanted to use the computer but could not share. Maria got onto the computer first. Andy got upset, started to cry, and went outside.

3. What could be the setting of the story?

A. At their home  
B. At the playground  
C. At the zoo
1. “What information is missing from the invitation?”

| who the party is for | where the party is | time the party starts |
The boy’s bike was blue.

2. “What does the word blue mean in this sentence?”

  a color       a game       a tire
3. “Karen wants to make chocolate milk. What is the first step she needs to do in order to make chocolate milk?”

- Stir with spoon
- Add chocolate syrup
- Pour milk into glass
1. Which arrow is pointing to the leaves?
2. What does a plant need to survive?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>rocks</td>
<td>bread</td>
</tr>
</tbody>
</table>
3. Which part of a plant helps it get water from the ground?

A. flowers  
B. leaves  
C. roots
AIMS A Sample Test Science Grade 4 – Performance Task

Prompt Card

Identify a source of water.

1. “Identify a source of water”.
AIMS A Sample Test Science Grade 4 – Performance Task

Prompt Card

**Identify a science related career.**

2. “Identify a science related career.”

- Lawyer
- Banker
- Doctor
3. “What will the weather be like in Flagstaff on Tuesday?”

Partly Cloudy | Sunny | Rainy
AIMS A
TEST SAMPLES
GRADE 5
AIMS A Sample Test Math Grade 5 – Multiple Choice

1. Identify the example shown above.

   A  B  C
   angle line point
2. Which object is a sphere?
3. What is the perimeter of the rectangle?

- A. 10
- B. 24
- C. 35
1. “Extend the pattern.”
A teacher has asked the students to fold a paper into thirds.

2. “Which paper shows the correct model?”
Billy wanted to make a cheese sandwich.

3. “Which item would he need to make the cheese sandwich?”

- bread
- fruit
- milk
1. Which of the following sentences summarizes the text?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Martin Luther King Jr. used nonviolent methods.</td>
<td>B</td>
</tr>
</tbody>
</table>
Andy and Maria are brother and sister. They both wanted to use the computer but could not share. Maria got onto the computer first. Andy got upset, started to cry, and went outside.

2. Which sentence best describes the characters Andy and Maria?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>They both wanted to use the computer.</td>
<td>They both wanted to go play outside.</td>
<td>They both wanted to share their toys.</td>
</tr>
</tbody>
</table>
Art is a class where students draw, paint, and create projects. PE keeps us fit and active. Computer class teaches us about technology. In music class we learn to sing and play instruments. There are lots of choices for elective classes in school.

3. What is the main idea of this story?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school there are many elective classes.</td>
<td>Students like PE because they like to move.</td>
<td>The art class makes many types of projects.</td>
</tr>
</tbody>
</table>
1. “Based on the invitation, what kind of food will be served at the party?”

| pizza | eggs | fish |
AIMS A Sample Test Reading Grade 5 – Performance Task

Prompt Card

Tommy wanted ______ pieces of candy.

2. “Choose the word that best completes the sentence.”

- two
- to
- too
3. “According to the graphic organizer, which two classes are only offered for 4th and 5th graders?”

P.E. and Art
Reading, Math and Science
Health and Computers
1. What is the area of the rectangle?

\[ A = l \times w \]

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>( A )</td>
<td>18</td>
<td>36</td>
<td>80</td>
</tr>
</tbody>
</table>
2. How much water is in the cylinder?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 mL</td>
<td>14 mL</td>
<td>16 mL</td>
</tr>
</tbody>
</table>
3. What is the perimeter of the rectangle?

\[ P = s + s + s + s \]

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>
AIMS A Sample Test Math Grade 6 – Performance Task

Prompt Card

1. “What is the area of the shape?”

| 6 cm² | 7 cm² | 9 cm² |
2. “What is the area of this shape?”

6 cm\(^2\)  5 cm\(^2\)  4 cm\(^2\)
3. “Solve.”
Brandon and his sister Shelby, went to the carnival on Sunday. They rode the swings, roller coaster, and the Ferris wheel. Brandon ate cotton candy and a hot dog. Shelby drank a lemonade and ate a pretzel. They saw many exciting shows and were tired when they got home.

1. Who are the characters in the story?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon and Shelby</td>
<td>Carlos and Emily</td>
<td>Katie and Miguel</td>
</tr>
</tbody>
</table>
Brandon and his sister Shelby, went to the carnival on Sunday. They rode the swings, roller coaster, and the Ferris wheel. Brandon ate cotton candy and a hot dog. Shelby drank a lemonade and ate a pretzel. They saw many exciting shows and were tired when they got home.

2. What is the main idea of the story?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ferris wheel was Brandon and Shelby’s favorite ride.</td>
<td>Brandon and Shelby did many things at the carnival.</td>
<td>The carnival was only on Saturday and Sunday.</td>
</tr>
</tbody>
</table>
Brandon and his sister Shelby, went to the carnival on Sunday. They rode the swings, roller coaster, and the Ferris wheel. Brandon ate cotton candy and a hot dog. Shelby drank a lemonade and ate a pretzel. They saw many exciting shows and were tired when they got home.

3. What is the setting of the story?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Park</td>
<td>Carnival</td>
</tr>
</tbody>
</table>
The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark clouds. Thunder began as a soft rumble and became louder and louder. Lightning flashed every few minutes, making the sky light up.

1. “What is the main idea of the text?”

| The thunder hurt the people’s ears. | Lightning made the sky bright. | The storm was very strong. |
2. “According to the graphic organizer, which two classes are only offered for 5th and 6th graders?”

Reading, Math and Science

Social Studies and Band

Health and Computers
3. “According to the graphic organizer, which classes are offered to all 4th, 5th and 6th graders?”

| Social Studies and Band | Reading, Math and Science | Health and Computers |
AIMS A
TEST SAMPLES
GRADE 7
1. What is the probability of the spinner landing on 3 or 4?

- A: 7 out of 16
- B: 6 out of 16
- C: 5 out of 16
2. Three friends were playing a game. Nathan’s score was 645. Jose’s score was 121. Sam’s score was 329. What is the sum of their scores?

A 1,095  B 1,146  C 1,251
3. Measure the length of the nail to the nearest half inch.

A | B | C
---|---|---
3 inches | 3 ½ inches | 4 ½ inches
Students are asked to vote for their favorite ice cream flavor.

<table>
<thead>
<tr>
<th>Flavor</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td></td>
</tr>
<tr>
<td>Vanilla</td>
<td></td>
</tr>
<tr>
<td>Chocolate Chip</td>
<td></td>
</tr>
<tr>
<td>Cookie Dough</td>
<td></td>
</tr>
<tr>
<td>Strawberry</td>
<td></td>
</tr>
</tbody>
</table>

1. “Based on the graph, what flavors did the students like the least?”

Chocolate Chip and Chocolate  
Cookie Dough and Vanilla  
Vanilla and Strawberry
Students are asked to vote for their favorite ice cream flavor.

<table>
<thead>
<tr>
<th>Flavor</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td>🍦🍦🍦🍦🍦</td>
</tr>
<tr>
<td>Vanilla</td>
<td>🍦🍦🍦🍦</td>
</tr>
<tr>
<td>Chocolate Chip</td>
<td>🍦🍦🍦🍦🍦.ylim</td>
</tr>
<tr>
<td>Cookie Dough</td>
<td>🍦🍦🍦🍦</td>
</tr>
</tbody>
</table>
| Strawberry       | 🍦🍦🍦           |}

2. “Based on the graph, how many students voted for either Chocolate or Vanilla?”

10 students  15 students  16 students
3. “Based on the graph, how many more students voted for Cookie Dough than Strawberry?”

7 students  5 students  3 students
Mom loves dessert. After dinner, mom **devoured** her cheesecake.

1. What is another word for **devoured**?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>nibbled</td>
<td>refused</td>
<td>gobbled</td>
</tr>
</tbody>
</table>
The teacher ignored the ringing phone.

2. What is another way to say this sentence?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ringing phone was a disruption.</td>
<td>The ringing phone was too loud.</td>
<td>The ringing phone went unanswered.</td>
</tr>
</tbody>
</table>
The pelican had a dollar bill in his **bill**.

3. What is another word for **bill**?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>feet</td>
<td>feather</td>
</tr>
</tbody>
</table>
The words on the top of a dictionary page are called guide words. These words list the first and last words on a dictionary page. By looking at the guide words, you can tell which words will appear on that page.

<table>
<thead>
<tr>
<th>hair</th>
<th>hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair [hâr] n. 1 A very thin, threadlike growth on the skin of people and animals. 2 A mass of such growths.</td>
<td>ham·ster [ham’ster] n. An animal that is like a mouse.</td>
</tr>
<tr>
<td>hair·cut [hâr’kut] n. The act or style of cutting hair.</td>
<td>It has a plump body, a short tail, and large cheek pouches. A hamster is a rodent.</td>
</tr>
<tr>
<td>hair·y [hâr’ye] adj. Covered with hair; having a lot of hair covering the body.</td>
<td>hand [hand] n. 1 The end part of the arm; below the wrist.</td>
</tr>
<tr>
<td>half [haf] 1 n. One of two equal parts of something. 2 n. Either of two time periods in certain sports. 3 adv. Not completely; partly: I was half asleep. pl. halves</td>
<td>It is made up of the palm, four fingers, and a thumb.</td>
</tr>
<tr>
<td>half·way [haf’wä] adv. 1 Half the distance; midway: We climbed halfway up the mountain. 2 Partially or nearly; not complete.</td>
<td>2 Any thing like a hand in shape or use: the hands of the clock pointed to three o’clock. 3 hands Control or possess.</td>
</tr>
<tr>
<td></td>
<td>The towers were in the hands of the enemy.</td>
</tr>
</tbody>
</table>

1. “Which word would appear on the dictionary page above?”

- halo
- hat
- hang
The words on the top of a dictionary page are called guide words. These words list the first and last words on a dictionary page. By looking at the guide words, you can tell which words will appear on that page.

<table>
<thead>
<tr>
<th>hair</th>
<th>hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair [hâr] n. 1 A very thin, threadlike growth on the skin of people and animals. 2 A mass of such growths.</td>
<td>hamster [ham’ster] n. An animal that is like a mouse. It has a plump body, a short tail, and large cheek pouches. A hamster is a rodent.</td>
</tr>
<tr>
<td>hair-cut [hâr’kut] n. The act or style of cutting hair.</td>
<td></td>
</tr>
<tr>
<td>hairy [hâry’è] adj. Covered with hair; having a lot of hair covering the body.</td>
<td></td>
</tr>
<tr>
<td>half [haf] 1 n. One of two equal parts of something. 2 n. Either of two time periods in certain sports. 3 adv. Not completely; partly: I was half asleep. pl. halves</td>
<td>hand [hand] n. 1 The end part of the arm; below the wrist. It is made up of the palm, four fingers, and a thumb. 2 Any thing like a hand in shape or use: the hands of the clock pointed to three o’clock. 3 hands Control or possess. The towers of hands of the enemy.</td>
</tr>
<tr>
<td>halfway [haf’wā] adv. 1 Half the distance; midway: We climbed halfway up the mountain. 2 Partially or nearly; not completely: a half smile.</td>
<td></td>
</tr>
</tbody>
</table>

2. “What is one definition of the word half?”

The end part of the arm below the wrist. One of two equal parts of something. An animal that is like a mouse.
The words on the top of a dictionary page are called guide words. These words list the first and last words on a dictionary page. By looking at the guide words, you can tell which words will appear on that page.

| hair [hâr] n. | 1 A very thin, threadlike growth on the skin of people and animals. 2 A mass of such growths. |
| hair•cut[hār’kut] n. | The act or style of cutting hair. |
| hair•y [hār’ē] adj. | Covered with hair; having a lot of hair covering the body. |
| half [haf] 1 n. | One of two equal parts of something. 2 n. Either of two time periods in certain sports. 3 adv. Not completely; partly: I was half asleep. pl. halves |
| half•way [haf’wā] adv. | Half the distance; midway: We climbed halfway up the mountain. 2 Partially or nearly; not completely: Nears. |
| ham•ster [ham’ster] n. | An animal that is like a mouse. It has a plump body, a short tail, and large cheek pouches. A hamster is a rodent. |
| hand [hand] n. | 1 The end part of the arm; below the wrist. It is made up of the palm, four fingers, and a thumb. 2 Any thing like a hand in shape or use: the hands of the clock pointed to three o'clock. 3 hands | Control or possess. The town hands of the enemy. |

3. “Look at the dictionary page. How many different definitions are there for the word half?”

1 2 3
AIMS A
TEST SAMPLES
GRADE 8
## Question 1

Angelica has 30 books. Her bookshelf has 5 shelves. She wants to have an equal number of books on each shelf.

What operation will she use to solve this problem?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>division</td>
<td>subtraction</td>
</tr>
</tbody>
</table>
Angelica has 30 books. Her bookshelf has 5 shelves. She wants to have an equal number of books on each shelf.

2. How many books will be on each shelf?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
3. Identify the rule.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>In</td>
<td>3</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Out</td>
<td>6</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

**rule:**

A add 5  
B add 4  
C add 3
The school baseball team keeps track of how many runs each player gets.

1. “When added together, which pair has a total of 21 runs?”

- Patty and Vince
- Mary and Doug
- Doug and Tracy
2. “How many more runs would Patty need to hit to have the same number as Doug?”

3 runs  
6 runs  
7 runs
3. “Which pair has the same number of runs as Doug?”

- Tracy and Vince
- Patty and Vince
- Mary and Patty
Everyday Mark’s math teacher gives his class homework to complete at home. On Wednesday, Mark forgot his math book at school so he was unable to complete his homework.

1. What is one effect of Mark’s forgetting his math book at school?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>He did not want to do his math homework.</td>
<td>He was not able to do his homework.</td>
<td>He does not like going to math class.</td>
</tr>
</tbody>
</table>
On Saturday, Terrance was so busy playing basketball that he accidently skipped lunch. By dinner time, he was extremely hungry!

2. What caused Terrance to be extremely hungry?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>He slept in late.</td>
<td>He didn’t like his lunch.</td>
<td>He forgot to eat.</td>
</tr>
</tbody>
</table>
3. Identify which sentence is an opinion.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parrots are prettier than bluebirds.</td>
<td>Elephants eat grass and leaves.</td>
<td>A cheetah can run faster than a lion.</td>
</tr>
</tbody>
</table>
1. “Which mountain is located on the Island of Hawaii?”

Mauna Kea  Kailua  Red Hill
2. “Which city is located approximately 25 miles directly north of Captain Cook on the Island of Hawaii?”

Kailua  Hilo  Kahului
AIMS A Sample Test Reading Grade 8 – Performance Task

Prompt Card

**Hulk Smoothie**

**Ingredients:**
- 100g yogurt
- ½ cup milk
- 1 tsp. honey
- 1 handful spinach leaves
- 1 banana
- ½ cup ice

**Steps:**
1. Combine the yogurt, milk, honey, spinach, banana and ice in a blender
2. Blend until smooth
3. Serve in a tall glass
4. Enjoy

3. “What is the third step in the recipe for a Hulk Smoothie?”

| 1 tsp. honey | Blend until smooth | Serve in a tall glass |
1. Which trait is hereditary?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>person’s birthday</td>
<td>person’s eye color</td>
<td>person’s grade level</td>
</tr>
</tbody>
</table>
2. Which animal migrates south during the winter?

- A. goose
- B. dog
- C. bear
3. Which part of the porcupine helps protect it from predators?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>whiskers</td>
<td>quills</td>
<td>fur</td>
</tr>
</tbody>
</table>
Identify a career related to science.

1. “From the choices below, identify a career related to science.”

   gardner  janitor  banker
AIMS A Sample Test Science Grade 8 – Performance Task

Prompt Card

Mary sits by the windows in class.
On sunny afternoons she gets very hot.

2. “What is a possible solution to help Mary not get hot?”

Move closer to the windows.
Close the blinds over the windows.
Clean the windows after class.
Mr. Rodriguez’s class was reviewing safety features in vehicles.

3. “What can help people stay safe in a car accident?”

- windshield
- airbag
- steering wheel
AIMS A
TEST SAMPLES
GRADE HS
1. How many faces are on this cube?

A. 4  
B. 6  
C. 8
2. How many edges are on this cube?

A

8

B

10

C

12
3. Solve for X.

\[ X + 11 = 68 \]

A. 57
B. 47
C. 79
1. “Finish the sentence. If Ken follows the directions on the bottle then __________.”

| he will have clean hair. | he will have green hair. | he will have dry hair. |
2. “What is this transformation an example of?”

<table>
<thead>
<tr>
<th>Slide</th>
<th>Rotation</th>
<th>Reflection</th>
</tr>
</thead>
</table>
3. “What is this transformation an example of?”

<table>
<thead>
<tr>
<th>Slide</th>
<th>Rotation</th>
<th>Reflection</th>
</tr>
</thead>
</table>

1. What is the purpose of this text?

   A
   To describe how to use the stove in the kitchen.

   B
   To explain where things are in the kitchen.

   C
   To prevent injuries from happening in the kitchen.
2. According to the text, what is one safety rule you need to know when using a toaster?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do not stick metal objects in the toaster.</td>
<td>Plug the toaster into the outlet.</td>
<td>Put the bread in the toaster.</td>
</tr>
</tbody>
</table>
AIMS A Sample Test Reading Grade HS – Multiple Choice

Kitchen Safety Guide

1. Wash your hands before touching food.
2. Do not stick metal objects in the toaster.
3. Do not use electric appliances near water.
4. Use thick potholders when you pick up hot pots or pans.
5. Wipe up spills at once to prevent someone from slipping and falling.
6. Turn handles toward the back of the stove so they will not be knocked off or pulled off by younger children.

3. Which one of the following is a safety rule you could add to this list?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kitchen can be a dangerous place.</td>
<td>Return all utensils to where you found them.</td>
<td>Do not run with a knife in your hand.</td>
</tr>
</tbody>
</table>
Walter’s Day Off

Walter wanted to ride his bike. He went outside and looked at it. He saw he had a flat tire. Walter knew that he couldn’t ride his bike with a flat tire. Walter found a tire pump and pumped up the tire until it was full of air. Then he rode off on his bike.

1. “What is the problem in the story?”

Walter wanted to ride his bike. Walter needed to find the tire pump. Walter had to fix his flat tire.
Walter’s Day Off

Walter wanted to ride his bike. He went outside and looked at it. He saw he had a flat tire. Walter knew that he couldn’t ride his bike with a flat tire. Walter found a tire pump and pumped up the tire until it was full of air. Then he rode off on his bike.

2. “What was the solution in the story?”

Walter saw he had a flat tire.  
Walter rode off on his bike.  
Walter filled the tire with air.
Walter’s Day Off

Walter wanted to ride his bike. He went outside and looked at it. He saw he had a flat tire. Walter knew that he couldn’t ride his bike with a flat tire. Walter found a tire pump and pumped up the tire until it was full of air. Then he rode off on his bike.

3. “Where did this story take place?”

| Outside Walter’s house | Inside Walter’s house | At the park by Walter’s house |
1. Which part of the water cycle is labeled A?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>condensation</td>
<td>evaporation</td>
<td>precipitation</td>
</tr>
</tbody>
</table>
2. Which part of the water cycle is labeled C?

- A condensation
- B evaporation
- C precipitation
3. Which part of the porcupine helps protect it from predators?

A. quills  
B. fur  
C. whiskers
Mrs. Jude’s science class is studying weather and climate. She explains that weather is what the forecasters on the TV news predict each day and climate is the average weather in a place over a period of time.

1. “What is the weather going to be like on Sunday? “

<table>
<thead>
<tr>
<th>Day</th>
<th>Forecast</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri</td>
<td>Partly Cloudy Chance of Rain</td>
<td>105 / 85</td>
</tr>
<tr>
<td>Sat</td>
<td>Partly Cloudy Chance of Rain</td>
<td>107 / 88</td>
</tr>
<tr>
<td>Sun</td>
<td>Partly Cloudy Chance of Rain</td>
<td>110 / 89</td>
</tr>
<tr>
<td>Mon</td>
<td>Partly Cloudy</td>
<td>111 / 90</td>
</tr>
<tr>
<td>Tue</td>
<td>Partly Cloudy</td>
<td>108 / 89</td>
</tr>
</tbody>
</table>

Partly cloudy with a chance of rain  Partly cloudy and partly sunny  Sunny with a high of 105°
Mrs. Jude’s science class is studying weather and climate. She explains that weather is what the forecasters on the TV news predict each day and climate is the average weather in a place over a period of time.

2. “If the weather pattern continues, what do you predict the high temperatures will be in two weeks?”

<table>
<thead>
<tr>
<th>Day</th>
<th>Temperature</th>
<th>Weather Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri</td>
<td>105/85</td>
<td>Partly Cloudy Chance of Rain</td>
</tr>
<tr>
<td>Sat</td>
<td>107/88</td>
<td>Partly Cloudy Chance of Rain</td>
</tr>
<tr>
<td>Sun</td>
<td>110/89</td>
<td>Partly Cloudy Chance of Rain</td>
</tr>
<tr>
<td>Mon</td>
<td>111/90</td>
<td>Partly Cloudy</td>
</tr>
<tr>
<td>Tue</td>
<td>108/89</td>
<td>Partly Cloudy</td>
</tr>
</tbody>
</table>

- High of 91°
- High of 117°
- High of 107°
AIMS A Sample Test Science Grade HS – Performance Task
Prompt Card

Liz wanted to choose a healthy snack to take to school.

3. “What snack has the most nutritional value?”

Fruit  Chips  Candy
**3rd Grade – Math**

Multiple Choice
1. A \( \text{S1C2PO7 and 3.OA.1} \)
2. C \( \text{S4C1PO4} \)
3. B \( \text{S4C4PO6 and 3.NF.3d} \)

Performance Task
1. 4 \( \text{S1C2PO3} \)
2. 17, 23, 44 \( \text{S1C1PO9} \)
3. $0.25 \( \text{S1C1PO19} \)

**4th Grade – Math**

Multiple Choice
1. B \( \text{S3C1PO2} \)
2. A \( \text{S4C1PO2} \)
3. C \( \text{S4C1PO2} \)

Performance Task
1. 38 \( \text{S1C2PO1} \)
2. 7 \( \text{S1C4PO6} \)
3. A and C \( \text{S4C1PO7} \)

**5th Grade – Math**

Multiple Choice
1. A \( \text{S4C1PO5} \)
2. B \( \text{S4C1PO3} \)
3. B \( \text{S4C4PO5} \)

Performance Task
1. \( \uparrow \leftrightarrow \rightarrow \) \( \text{S3C1PO2} \)
2. Paper C \( \text{S1C1PO3} \)
3. Bread \( \text{S5C2PO1} \)

**6th Grade – Math**

Multiple Choice
1. C \( \text{S4C4PO7} \)
2. B \( \text{S4C4PO11} \)
3. B \( \text{S4C4PO6} \)
### Performance Task
1. 7 cm\(^2\) \hspace{1cm} S4C4PO7
2. 6 cm\(^2\) \hspace{1cm} S4C4PO7
3. \(\frac{3}{4}\) \hspace{1cm} S1C2PO7

### 7\(^{th}\) Grade – Math

#### Multiple Choice
1. C \hspace{1cm} S2C2PO3
2. A \hspace{1cm} S1C2PO4
3. B \hspace{1cm} S4C4PO2

#### Performance Task
1. Vanilla and Strawberry \hspace{1cm} S2C1PO4
2. 15 \hspace{1cm} S2C1PO4
3. 3 \hspace{1cm} S2C1PO4

### 8\(^{th}\) Grade – Math

#### Multiple Choice
1. B \hspace{1cm} S1C2PO1
2. B \hspace{1cm} S1C2PO2
3. C \hspace{1cm} S3C1PO1

#### Performance Task
1. Doug and Tracy \hspace{1cm} S2C1PO9
2. 7 runs \hspace{1cm} S2C1PO9
3. Patty and Vince \hspace{1cm} S2C1PO9

### HS – Math

#### Multiple Choice
1. B \hspace{1cm} S5C2PO14
2. C \hspace{1cm} S5C2PO14
3. A \hspace{1cm} S1C1PO2

#### Performance Task
1. He will have clean hair. \hspace{1cm} S5C2PO1
2. Reflection \hspace{1cm} S4C2PO2
3. Rotation \hspace{1cm} S4C2PO2
3rd Grade – Reading

Multiple Choice
1. C S3C1PO1 and RI.3.2
2. C S2C1PO1 and RL.3.3
3. A S1C3PO4

Performance Task
1. Birthday S3C2PO4 and RI.3.1
2. Joyful S1C4PO2
3. No S3C2PO3

4th Grade – Reading

Multiple Choice
1. B CC CC RI.4.2
2. C S2C1PO4 and RL.4.3
3. A S2C1PO7

Performance Task
1. time the party starts S3C2PO1 and RI.4.1
2. A color S1C4PO6 and RF.4.4
3. Pour milk into glass S3C2PO2

5th Grade – Reading

Multiple Choice
1. B S3C1PO1 and RI.5.2
2. A S2C1PO4 and RL.5.3
3. A S3C1PO1

Performance Task
1. Pizza S3C2PO1 and RI.5.2
2. two S1C4PO6 and RF.5.4
3. P.E. and Art S1C6PO4

6th Grade – Reading

Multiple Choice
1. A S2C1PO3
2. B S3C1PO1
3. C S2C1PO5
Performance Task
1. The storm was very strong. S3C1PO1
2. Health and Computers S1C6PO4
3. Reading, Math and Science S1C6PO4

7th Grade – Reading

Multiple Choice
1. C S1C6PO2
2. C S1C4PO2
3. A S1C4PO3

Performance Task
1. halo S3C1PO5
2. One of two equal parts of something. S3C1PO5
3. 3 S3C1PO5

8th Grade – Reading

Multiple Choice
1. B S1C6PO7
2. C S1C6PO7
3. A S3C1PO3

Performance Task
1. Mauna Kea S3C2PO3
2. Kailua S3C2PO3
3. Serve in a tall glass S3C2PO3

HS – Reading

Multiple Choice
1. C S3C2PO3 and RI.10.4
2. A S3C2PO2 and RI.10.4
3. C S2C2PO2 and RI.10.4

Performance Task
1. Walter had to fix his flat tire. S2C1PO1
2. Walter filled the tire with air. S2C1PO1
3. Outside Walter’s house S2C1PO1
4th Grade – Science
Multiple Choice
1. C  S4C1PO1
2. A  S4C3PO1
3. C  S4C4PO1
Performance Task
  1. Glacier  S6C3PO1
  2. Doctor  S2C1PO2
  3. Partly Cloudy  S6C3PO5

8th Grade – Science
Multiple Choice
1. B  S4C2PO2
2. A  S4C4PO5
3. B  S4C4PO6
Performance Task
  1. Gardner  S2C2PO4
  2. Close the blinds over the windows.  S3C2PO3
  3. Airbag  S3C2PO4

HS – Science
Multiple Choice
1. B  S4C4PO1
2. C  S4C5PO3
3. A  S4C5PO3
Performance Task
  1. Partly cloudy with a chance of rain  S6C2PO3
  2. High of 107°  S6C2PO3
  3. Fruit  S1C3PO1