DISTANCE LEARNING MIGRANT EDUCATION PROGRAM

K-8 ASSESSMENTS 2014

ESC 20

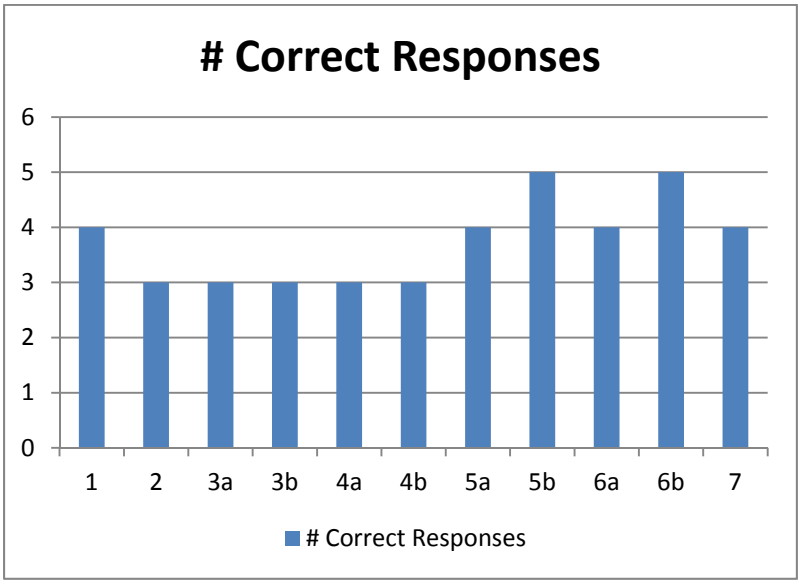
TEA
TEXAS EDUCATION AGENCY

Table of Contents

Item Analysis Tool

The item analysis tool can be used to evaluate student results on the pre-, mid-, and post-assessments. The tool is available in an Excel spreadsheet and can be downloaded from the website: http://projectsmart.esc20.net/Evaluation.htm.

The primary purpose is to provide teachers with data to evaluate student performance and inform instruction. For example, as the points earned by each child per question are inputted on the spreadsheet, a chart on the right will automatically display the number of correct responses in a bar graph providing immediate feedback on overall class performance.



To help the teacher use this data for instructional purposes, each question is annotated with the unit and lesson where the skill is initially introduced in the curriculum and also the primary skill being assessed. For example, in the second grade sample, question number 1 was introduced in Unit 4, TV Lesson 3 and the skill being assessed is working with fact families. The spreadsheet will also generate a percentage score for each student.

Not all sites will be required to submit the item analysis to the evaluators. The Math MATTERS coordinator for your state will contact sites and coordinate the submission of the item analysis.

Kindergarten Assessments

Student Record Sheet – Kindergarten Pre/Post Assessments

Student Name ______________________________

Pre-test ☐ **Post-test** ☐

?	Possible Pt/s	Pt/s Earned	Notes
1	1		
2	1		
3	1		
4a	1		
4b	1		
5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

Student Name ______________________________

Pre-test ☐ **Post-test** ☐

?	Possible Pt/s	Pt/s Earned	Notes
1	1		
2	1		
3	1		
4a	1		
4b	1		
5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

Student Name ______________________________

Pre-test ☐ **Post-test** ☐

?	Possible Pt/s	Pt/s Earned	Notes
1	1		
2	1		
3	1		
4a	1		
4b	1		
5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

Student Name ______________________________

Pre-test ☐ **Post-test** ☐

?	Possible Pt/s	Pt/s Earned	Notes
1	1		
2	1		
3	1		
4a	1		
4b	1		
5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

Children use numbers, including written numerals, to represent quantities to solve quantitative problems, such as counting objects in a set. **Need:** • Baggie of 15 lima beans for each student • Baggie of 20 paper clips for each student • Baggie of numeral cards 0 – 20 for each student (BLM, p. 23) • Folders or other screens to place between students ☐ 1 **Award 1 point if the student shows card "15."**	**1** **You have three bags in front of you. Take the *number cards* out of the bag and put them on the table in front of you.** (Give time for all students to respond.) ***Tienen delante tres bolsas. Saquen las tarjetas con números de la bolsa y pónganlas sobre la mesa.*** **Now take the *lima beans* out of the other bag.** **Count them silently.** ***Ahora saquen los frijoles de la otra bolsa. Cuenten los frijoles en silencio*.** **Show me the number card that tells you how many *lima beans* there are on your table.** ***Muéstrenme la tarjeta con el número que indica cuántos frijoles hay sobre la mesa.*** **(In the "Notes" section of the answer sheet, write the number they have shown you.)**
Children use numbers, including written numerals, to represent quantities to solve quantitative problems, such as counting objects in a set. **Need:** • BLM of sets (1 for teacher) • Numeral cards 0 – 20 (BLM, p. 25) ☐ **2** **Award 1 point if the student shows card "7."**	**2** (Give each student the paper with the 3 sets of objects.) **This card has 3 sets of objects.** ***Esta tarjeta tiene 3 juegos de objetos.*** (Emphasize the 3 sets by circling them with your finger.) **Show me the number card that tells me how many objects are in this set.** ***Muéstrenme la tarjeta con el número que indica cuántos objetos hay en este juego.*** (Point to the set with 7 objects in it.) (In the "Notes" section of the record sheet, write the number they have shown you.)

Children use numbers, including written numerals to solve quantitative problems such as creating a set with a given number of objects. **Need:** • Baggie of 20 paper clips for each student ☐ 3 **Award 1 point if the student shows you 8 paper clips.**	**3** **Put the lima beans back into the bag.** ***Vuelvan a meter los frijoles en la bolsa.*** **(Give students time to respond)** **Take the paper clips out of the other bag.** ***Saquen los clips de la bolsa.*** **(Give students time to respond)** **Show me a set of 8 paper clips.** ***Muéstrenme un juego de 8 clips.*** **(In the "Notes" section of the answer sheets, write the number they have shown you.)**
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as … separating situations with objects. **Need:** • 1 paper plate per student • Same baggie of 15 lima beans and 20 paper clips • Same baggie of number cards 0 – 20 (BLM) • Folder or other screen **CGI – Separate, Result Unknown** ☐ 4a ☐ 4b **Award 1 point for the modeling and 1 point for showing the "1" number card.**	**4** **Use the paper plate as your story board. Listen the first time I read the story for the *math movie*. The second time I read the story, use your counters to show the answer.** ***Usen el platillo de papel como story board. La primera vez que lea el cuento, escuchen y piensen en la película de matemáticas. La segunda vez que lea el cuento, usen los contadores para mostrar la respuesta.*** **Julia counted 8 frogs in a pond. 7 frogs jumped out of the pond. How many frogs are in the pond now?** ***Julia contó 8 ranas en un charco. 7 ranas saltaron fuera del charco. ¿Cuántas ranas quedan ahora en el charco?*** (Read the story again so that students can act it out with the manipulatives. Record their visual answers on the "Notes" section of the student answer sheet, then say,) **"Now show me the *number card* that tells how many frogs were in the pond at the end of the story."** ***Ahora muéstrenme la tarjeta con el número que indica cuántas ranas había en el charco al final del cuento.*** Record their numeral answers in the "Notes" Section.

Children use numbers, including written numerals, to represent quantities and to solve quantitative problems such as modeling simple joining with objects. **Need:** • Same baggies of lima beans and paperclips on the table • Same baggies of number cards 0 – 20 (BLM, p. 23) • Folder or other screen **CGI – Part-Part Whole, Whole Unknown** ☐ 5 **Student must have the correct visual and numeral answers to be awarded 1 point. There is no ½ credit.**	# 5 **Now empty the plate. Listen to another story. Close your eyes and try to see the *math movie* that is taking place. What do you see in the story?** ***Ahora vacíen el plato. Escuchen otro cuento. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué ven en el cuento?*** **Marta had 5 yellow flowers and 6 red flowers. How many flowers did Marta have?** ***Marta tenía 5 flores amarillas y 6 flores rojas. ¿Cuántas flores tenía Marta?*** **Listen while I read the story again, and this time use your counters and your paper plate to show me how many flowers Marta had. Show the *math movie* in the story.** ***Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas flores tenía Marta. Muestren la película de matemáticas del cuento*:** (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the "Notes" section, then say,) **"Now show me the *number card* that tells how many flowers Marta had."** ***Ahora muéstrenme la tarjeta con el número que indica cuántas flores tenía Marta.*** Record their numeral answers in the "Notes" section.

Children use numbers, including written numerals, to represent quantities and to solve quantitative problems such as modeling simple joining … with objects. **Need:** • 1 paper plate per student • Same baggies of lima beans, paper clips on the table • Same baggies of number cards 0 – 20 (p. 23) • Folder or other screen **CGI – Join, Result Unknown** ☐ 6 **Student must have the correct visual and numeral answers to be awarded 1 point. There is no ½ credit.**	**6** **Listen to the story. Close your eyes and try to see the *math movie* that is taking place. What are the characters doing in the story?** ***Escuchen el cuento que voy a leer. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué están haciendo los personajes del cuento?*** **Juan ate 4 grapes. Then he ate 6 more grapes. How many grapes did Juan eat?** ***Juan comió 4 uvas. Luego comió 6 uvas. ¿Cuántas uvas comió Juan?*** **Listen while I read the story again, and this time use your counters and your paper plate to show me how many grapes Juan ate. Show the *math movie* in the story.** ***Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas uvas comió Juan. Muestren la película de matemáticas del cuento:*** (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the "Notes" section, then say,) **"Now show me the *number card* that tells how many grapes Juan ate."** ***Ahora muéstrenme la tarjeta con el número que indica cuántas comió Juan.*** Record their numeral answers in the "Notes" section.
The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters. **Need**: 1 set for teacher of 1 each of penny, nickel, dime, quarter. (Use real coins.) *If the student is answering in Spanish, accept all answers that	**7** (Place the 4 coins on the table.) **Look at the coins.** ***Mira las monedas.*** **I will show you one coin at a time. Tell me the name of the coin.** ***Te voy a mostrar una moneda a la vez. Dime el nombre de la moneda.**** (Show the nickel) (Show the penny) (Show the quarter)

demonstrate recognition/identification (for example, "nickle"). ☐ 7 **Students must correctly identify all 4 coins to be awarded the 1 point. No partial credit.**	(Show the dime)
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as comparing and ordering sets. **Need:** • 5 blue Unifix cubes for teacher • 8 yellow Unifix cubes for teacher ☐ 8 **Award 1 point if the student shows you the yellow train.**	**8** **Look at the two sets of cubes.** ***Observen los dos juegos de cubos.*** **Put the blue cubes in a long train.** ***Pon los cubos azules en un tren largo.*** **Put the yellow cubes in a long train.** ***Pon los cubos amarillos en un tren largo.*** **Think about which set has more. When I count to three, hold up the set that has more cubes.** ***Piensen a ver cuál juego tiene más cubos. Cuando cuente hasta tres, muéstrenme el juego que tiene más cubos.*** **ONE – TWO – THREE, SHOW which set has more cubes?** ***UNO – DOS – TRES, MUESTREN ¿cuál juego tiene más cubos?***

Need: • 1 whole sandwich (peanut butter, cheese, your choice) • Plastic knife • 2 paper dessert plates . ☐ 9a Award 1 point is the students divides the sandwich into approximately two equal parts. ☐ 9b Award 1 point if the student can describe the "fair shares" as one out of 2 equal pieces, OR as half and can explain why the pieces are halves (key words to listen for: equal, same amount/size,etc.)	**9** **I would like for you to share this sandwich with me in fair shares.** ***Quiero que compartes este sándwich conmigo en partes iguales (fair shares).*** (Wait until finished.) **What do you call these fair shares?** ***¿Qué otro nombre tienen estas partes iguales?*** (Pause**)** **How do you know you have divided the sandwich into halves?** ***¿Cómo saben que el sándwich está en dos mitades?*** (Pause and watch for comparison)

Total Points: 11

Children use numbers, including written numerals, to represent quantities to solve quantitative problems, such as counting objects in a set. **Need:** • Baggie of 15 lima beans for each student. • Baggie of 20 paper clips for each student • Baggie of numeral cards 0 – 20 for each student (BLM, p. 23) • Folders or other screens to place between students ☐ 1 **Award 1 point if the student shows the number card "15."**	**1** **You have three bags in front of you. Take the *number cards* out of the bag and put them on the table in front of you.** ***Tienen delante tres bolsas. Saquen las tarjetas con números de la bolsa y pónganlas sobre la mesa.*** (Give time for all students to respond.) **Now take the *lima beans* out of the other bag.** **Count them silently.** ***Ahora saquen los frijoles de la otra bolsa.*** ***Cuenten los frijoles en silencio.*** **Show me the number card that tells you how many *lima beans* there are on your table.** ***Muéstrenme la tarjeta con el número que indica cuántos frijoles hay sobre la mesa.***
Children use numbers, including written numerals, to represent quantities to solve quantitative problems, such as counting objects in a set. **Need:** • BLM of sets, 1 per teacher (p. 25) • Baggie of numeral cards 0 – 20 (BLM, p. 23) ☐ 2 **Award 1 point if the student shows the number card "9."**	**2** (Give each student the paper with the 3 sets of objects.) **This card has 3 sets of objects.** ***Esta tarjeta tiene 3 juegos de objetos.*** (Emphasize the 3 sets by circling them with your finger.) **Show me the number card that tells me how many objects are in this set.** ***Muéstrenme la tarjeta con el número que indica cuántos objetos hay en este juego:*** (Point to the set with 9 objects in it.)

Children use numbers, including written numerals to solve quantitative problems such as … creating a set with a given number of objects. **Need:** • Baggie of 20 paper clips for each student • Numeral cards 0 – 20 (BLM, p. 23) ☐ 3 **Award 1 point if the student shows you 10 paper clips.**	**3** **Put the lima beans back into the bag.** ***Vuelvan a meter los frijoles en la bolsa.*** (Give students time to respond) **Take the paper clips out of the bag.** ***Saquen los clips de la bolsa.*** (Give students time to respond) **Show me a set of 10 paper clips.** ***Muéstrenme un juego de 10 clips.*** (Write the number they have shown you in the "Notes" section.)
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as … separating situations with objects. **Need:** • 1 paper plate per student • Same baggie of 15 lima beans or 20 paper clips. • Numeral cards 0 – 20 (BLM, p. 23) • Folder or other screen CGI – Separate, Result Unknown ☐ 4a ☐ 4b **Award 1 point for modeling and 1 point for showing the number card "2."**	**4** **Use the plate as your story board. Again, listen the first time I read the story for the *math movie*. The second time I read the story, use your counters to show the answer.** ***Usen el platillo como ayudar con el cuento. La primera vez que lea el cuento, escuchen y piensen en la película de matemáticas. La segunda vez que lea el cuento, usen los contadores para mostrar la respuesta.*** **Julia counted 8 frogs in a pond. 6 frogs jumped out of the pond. How many frogs are in the pond now?** ***Julia contó 8 ranas en un charco. 6 ranas saltaron fuera del charco. ¿Cuántas ranas quedan ahora en el charco?*** (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the "Notes" section, then say,) **"Now show me the *number card* that tells how many frogs were in the pond at the end of the story."** ***Ahora muéstrenme la tarjeta con el número que indica cuántas ranas había en el charco al final del cuento.*** Record their numeral answers in the "Notes" section.

Children use numbers, including written numerals, to represent quantities and to solve quantitative problems such as modeling simple joining with objects.

Need:

- Same baggies of 15 lima beans or 20 paperclips on the table
- Same baggie of number cards 0 – 20 (BLM, p. 23)
- Folder or other screen

CGI – Part-Part Whole, Whole Unknown

☐ 5

Students must have the correct visual and numeral answers to receive 1 point. No partial credit.

5

Now empty the plate. Listen to another story. Close your eyes and try to see the *math movie* that is taking place. What do you see in the story?
Ahora vacíen el plato. Escuchen otro cuento. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué ven en el cuento?

Marta had 7 yellow flowers and 6 red flowers. How many flowers did Marta have?
Marta tenía 5 flores amarillas y 6 flores rojas. ¿Cuántas flores tenía Marta?

Listen while I read the story again, and this time use your counters and your paper plate to show me how many flowers Marta had. Show the *math movie* in the story.
Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas flores tenía Marta. Muestren la película de matemáticas del cuento:
(Read the story again so that students can act it out with the manipulatives. Record their visual answers in the "Notes" section, then say,)

"Now show me the *number card* that tells how many flowers
Marta had."
Ahora muéstrenme la tarjeta con el número que indica cuántas flores tenía Marta.
Record their numeral answers in the "Notes" section.

Children use numbers, including written numerals, to represent quantities and to solve quantitative problems such as modeling simple joining … with objects. **Need:** • 1 paper plate per student • Same baggies of 15 lima beans or 20 paper clips on the table • Same baggie of number cards 0 – 20 (BLM, p. 23) • Folder or other screen CGI – Join, Result Unknown ☐ 6 **Student must have the correct visual and numeral answers to be awarded 1 point. There is no partial credit.**	**6** **Listen to my story this time. Close your eyes and try to see the *math movie* that is taking place. What are the characters doing in the story?** ***Escuchen el cuento que voy a leer. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué están haciendo los personajes del cuento?*** **Juan ate 2 strawberries. Then he ate 6 more strawberries. How many strawberries did Juan eat?** ***Juan comió 2 fresas. Luego comió 6 fresas más. ¿Cuántas fresas comió Juan?*** **Listen while I read the story again, and this time use your counters and your paper plate to show me how many strawberries Juan ate. Show the *math movie* in the story.** ***Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas fresas comió Juan. Muestren la película de matemáticas del cuento:*** (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the "Notes" section. **"Now show me the *number card* that tells how many strawberries Juan ate."** ***Ahora muéstrenme la tarjeta con el número que indica cuántas fresas comió Juan.*** Record their numeral answers in the "Notes" section.

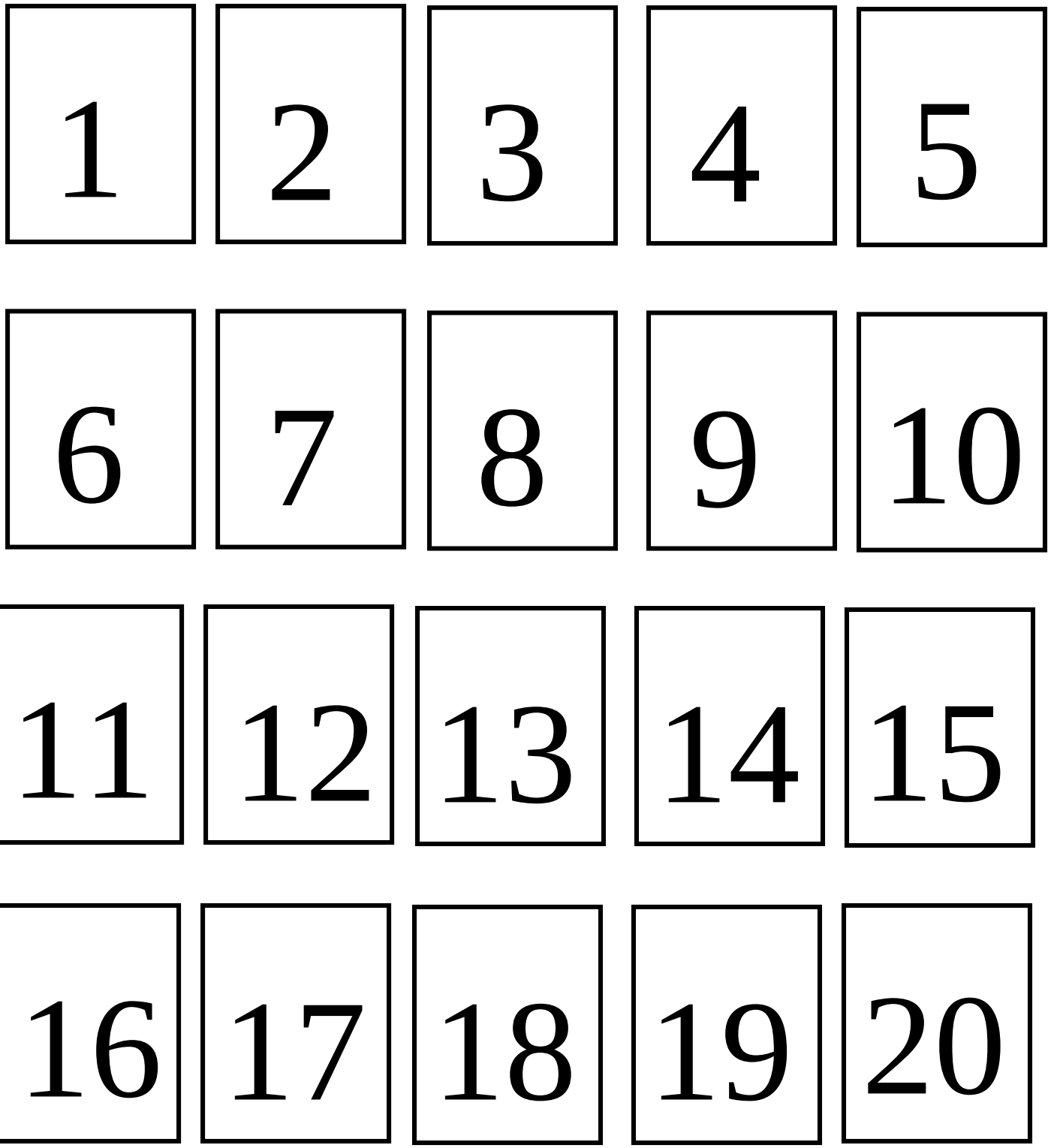
The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters. **Need**: 1 set for teacher of 1 each of penny, nickel, dime, quarter. (Use real coins.) *If the student is answering in Spanish, accept all answers that demonstrate recognition/identification (for example, "nickle"). ☐ 7 **Students must correctly identify all 4 coins to be awarded the 1 point. No partial credit.**	**7** (Place the 4 coins on the table.) **Look at the coins.** ***Mira las monedas.*** **I will show you one coin at a time. Tell me the name of the coin.** ***Te voy a mostrar una moneda a la vez. Dime el nombre de la moneda.**** (Show the quarter) (Show the penny) (Show the nickel) (Show the dime)
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as comparing and ordering sets. **Need:** • 5 blue Unifix cubes for teacher • 8 yellow Unifix cubes for teacher Daily Routine: Graphing CGI – Comparing models	**8** **Look at the two sets of cubes.** ***Observen los dos juegos de cubos.*** **Put the blue cubes in a long train.** **Put the yellow cubes in a long train.** ***Pon los cubos azules en un tren largo.*** ***Pon los cubos amarillos en un tren largo.*** **Think about which set has more. When I count to three, hold up the set that has more cubes.** ***Piensen a ver cuál juego tiene más cubos. Cuando cuente hasta tres, muéstrenme el juego que tiene más cubos.*** **ONE – TWO – THREE, SHOW which set has more cubes?** ***UNO – DOS – TRES, MUESTREN ¿cuál juego tiene más cubos?***

☐ 8 **Award 1 point if the student holds up the yellow set.**	
Need: • 1 whole sandwich (peanut butter, cheese, your choice) • Plastic knife • 2 paper dessert plates ☐ 9a Award 1 point if the student divides the sandwich in approximately equal parts. ☐ 9b Award 1 point if the student can describe the "fair shares" as one out of 2 equal pieces, OR as half and can explain why the pieces are halves (key words to listen for: equal, same amount/size,etc.)	**9** **I would like for you to share this sandwich with me in fair shares.** ***Quiero que compartes este sándwich conmigo en partes iguales (fair shares).*** (Wait until finished.) **What do you call these fair shares?** ***¿Qué otro nombre tienen estas partes iguales?*** (Pause) **How do you know you have divided the sandwich into halves?** ***¿Cómo saben que el sándwich está en dos mitades?*** (Pause and watch for comparison)

Total points: 11

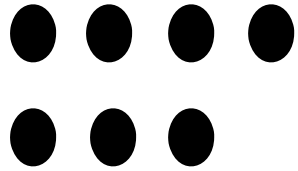
Pre/Post-assessment

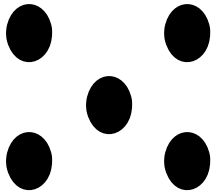
Number Cards 0-20/Questions 1-2, 4-6

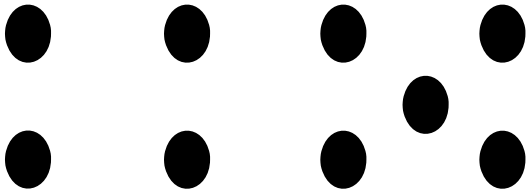


BLM Question #2

Pre/Post Assessment







Grade 1 Assessments

Pre-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐1 1 point	**1** **Marcos planted 12 flowers on Monday. He planted 7 more flowers on Tuesday. How many flowers did Marcos plant?**
☐ 2 1 point	**2** ☐ **- 8 = 9**
☐3a 1 Point Answer ☐3b 1 Point Strategy	**3** **On the playground there were 9 children on the swings. 7 children were in line for the slide. How many children were on the playground?**

Pre-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐4 **1 Point**	**4** **Look at the picture.**  **How many shapes?** **Which number sentence below matches the picture?** Circle your answer. **A 8 + 6 = 14** **B 8 - 6 = 2** **C 7 + 6 = 13** **D 9 + 5 = 14**
☐5a **1 Point Answer** ☐5b **1 Point Strategy**	**5** **Eduardo baked 13 cookies. Monica baked 6 cookies. How many fewer cookies did Monica bake than Eduardo?**

Pre-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐6 1 Point	**6** **Kendra caught 15 bugs. 8 of them crawled away. How many bugs does she have now?**
☐7 1 Point	**7.** **Look at this number sentence.** **8 + 2 +14 = 24** **Circle the numbers that are compatible (the numbers that add up to 10).**
☐8a 1 Point Answer ☐8b 1 Point Explanation	**8** **Cut this sandwich so that 4 children may share it equally.** **What do you call these equal parts?** **Show or tell me how you know they are fair shares?**
☐/11 TOTAL EARNED POINTS	

Pre-test SPANISH

Nombre_____

Teachers: Please remember to use the script provided to administer this assessment.

☐1 **1 punto**	**1** **Marcos plantó 12 flores el lunes. Plantó 7 flores más el martes. ¿Cuántas flores plantó Marcos?**
☐2 **1 punto**	**2** ☐ **- 8 = 9**
☐3a **1 punto respuesta** ☐3b **1 punto estrategia**	**3** **En el patio de la escuela había 9 niños en los columpios. 7 niños estaban en fila esperando su turno en el tobogán. ¿Cuántos niños había en el patio?**

Pre-test SPANISH

Nombre_____

Teachers: Please remember to use the script provided to administer this assessment.

☐**4** **1 punto**	**4**  **¿Cuántas formas hay?** **¿Cuál de estas frases numéricas representa el dibujo?** Señala tu respuesta con un círculo. **A 8 + 6 = 14** **B 8 - 6 = 2** **C 7 + 6 = 13** **D 9 + 5 = 14**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto estrategia**	**5** **Eduardo preparó 13 galletas. Mónica preparó 6 galletas. ¿Cuántas galletas preparó Mónica menos que Eduardo?**

Pre-test SPANISH

Nombre_____

Teachers: Please remember to use the script provided to administer this assessment.

☐**6** **1 punto**	**6** **Kendra cazó 15 insectos. 8 de ellos se escaparon. ¿Cuántos insectos tiene ahora?**
☐**7** **1 punto**	**7** **Miren esta oración numérica.** **8 + 2 +14 = 24** **Señalen con un círculo los números compatibles (los números que suman a 10).**
☐**8a** **1 punto** ☐**8b** **1 punto** **explicación**	**8** **Corten el sándwich para que 4 niños puedan compartirlo igualmente.** **¿Qué otro nombre tienen estas partes iguales?** **Muéstrame or dime cómo sabes que son partes iguales.**

_____**/11**
Total Points

Post-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐1 1 Point	**1** **Marcos planted 14 flowers on Monday. He planted 5 more flowers on Tuesday. How many flowers did Marcos plant?**
2 ☐1 Point	**2** ☐ **- 6 = 9**
☐3a 1 Point Answer ☐3b 1 Point Strategy	**3** **On the playground there were 8 children on the swings. 6 children were in line for the slide. How many children were on the playground?**

Post-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐4 **1 Point**	**4**  **How many shapes?** **Which number sentence below matches the picture?** Circle your answer. **A 8 + 6 = 14** **B 8 - 6 = 2** **C 7 + 6 = 13** **D 9 + 5 = 14**
☐5a **1 Point Answer** ☐5b **1 Point Strategy**	**5** **Eduardo baked 12 cookies. Monica baked 7 cookies. How many fewer cookies did Monica bake than Eduardo?**

Post-Test

Student Name: _____

Teachers: Please remember to use the script provided to administer this assessment.

☐6 1 Point Answer	**6** **Kendra caught 16 bugs. 7 of them crawled away. How many bugs does she have now?**
☐7 1 Point	**7** **Look at this number sentence.** **7 + 3 +19 = 29** **Circle the numbers that are compatible (numbers that add up to 10).**
☐8a 1 Point Answer ☐8b 1 Point Explanation	**8** **Cut this sandwich so that 4 children may share it equally.** **What do you call these equal parts?** **Show or tell me how you know they are fair shares?**
_____/11 Total Points Earned	

Post-Test SPANISH

Nombre_____

☐1 1 punto	**1** **Marcos plantó 14 flores el lunes. Plantó 5 flores más el martes. ¿Cuántas flores plantó Marcos.**
☐2 1 punto	**2** ☐ **- 6 = 9**
☐3a 1 punto respuesta ☐3b 1 punto estrategia	**3** **En el patio de la escuela había 8 niños en los columpios. 6 niños estaban en fila esperando su turno en el tobogán. ¿Cuántos niños había en el patio?**

Post-Test SPANISH

Nombre_____

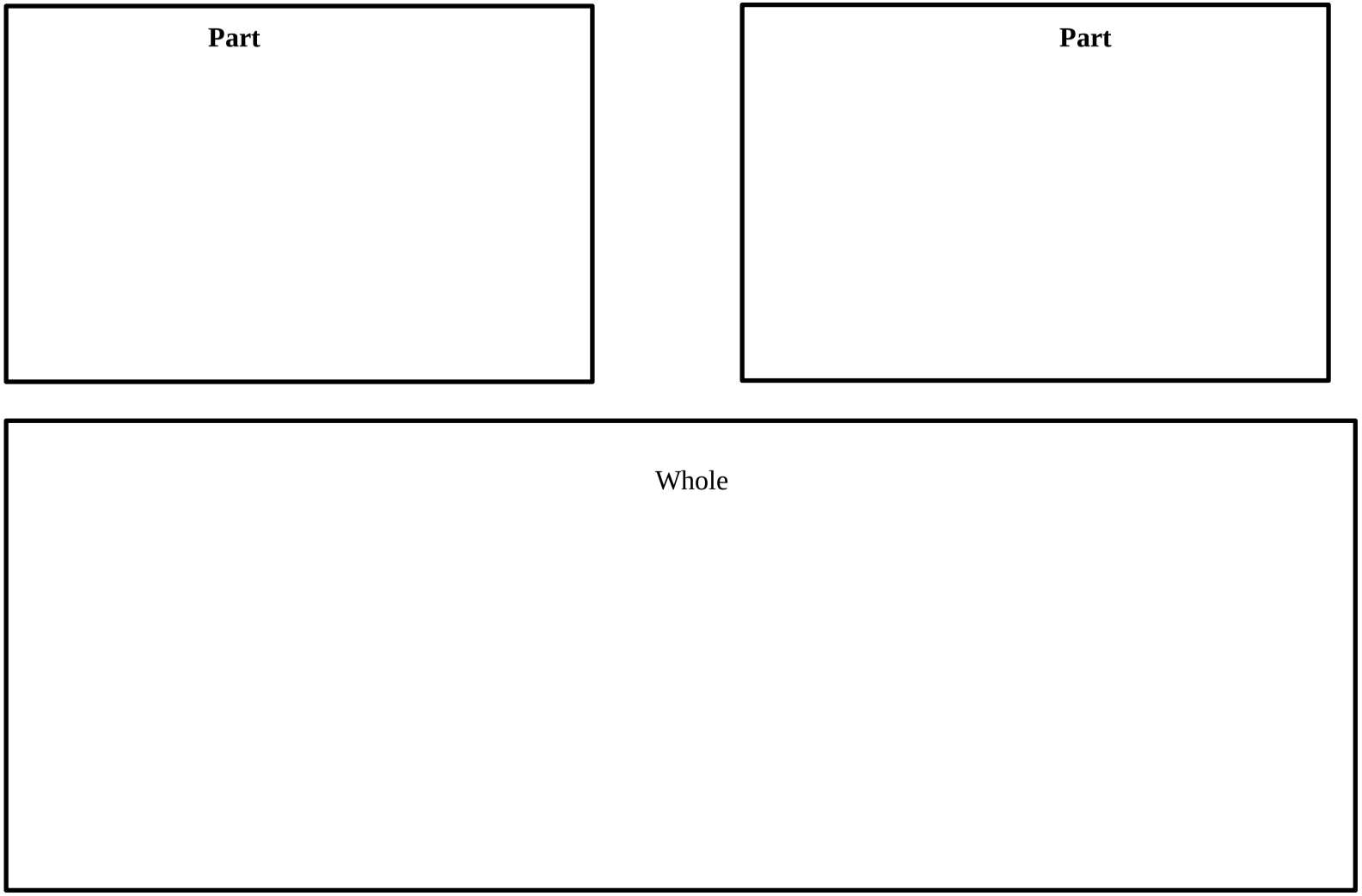
☐**4** **1 punto**	**4**  **¿Cuántas formas hay?** **¿Cuál de las frases numéricas que hay a continuación representa el dibujo?** Señala tu respuesta con un círculo. **A 8 + 6 = 14** **B 8 - 6 = 2** **C 7 + 6 = 13** **D 9 + 5 = 14**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto estrategia**	**5** **Eduardo preparó 12 galletas. Mónica preparó 7 galletas. ¿Cuántas galletas preparó Mónica menos que Eduardo?**

Post-Test SPANISH

Nombre_____

☐6 1 punto respuesta	**6** **Kendra cazó 16 insectos. 7 de ellos se escaparon. ¿Cuántos insectos tiene ahora?**
☐7 1 punto	**7** **Miren esta oración numérica.** **7 + 3 +19 = 29** **Señalen con un círculo los números compatibles (números que suman a diez).**
☐8a 1 punto ☐8b 1 punto explicación	**8** **Corten el sándwich para que 4 niños puedan compartirlo igualmente.** **¿Qué otro nombre tienen estas partes iguales?** **Muéstrame o dime cómo saben que son partes iguales.**
_____/11 _____ Total Earned Points	

Part-Part-Whole Mat



First Grade
Assessment Record Sheet

Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*	Notes
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

1st Grade Pre-Test Teacher Instructions and Key.
Administer as a whole class or in small groups.

Number and Operations and Algebra: Model "adding-to" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters **CGI – Join, Result Unknown** **Scoring: Award 1 point for strategy and answer. Students must have both correct to earn 1 point.**	**1** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Marcos planted 12 flowers on Monday. He planted 7 more flowers on Tuesday. How many flowers did Marcos plant?** ***Marcos plantó 12 flores el lunes. Plantó 7 flores más el martes. ¿Cuántas flores plantó Marcos?*** **Now look at your problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***
Children use a variety of models, to model "part-whole," "adding to," and "taking away from, and "comparing" situations to develop an understanding of the meanings of addition and subtraction and strategies to solve such arithmetic problems. **Needs** (suggestions): • Counters	**2** **17 - 8 = 9** **What number makes this sentence true?** **Use any strategy you wish to solve the problem.** **Write the number in the box.** ***¿Qué número hace que la frase sea verdad?*** ***Utilicen la estrategia que quieran para resolver el problema.*** ***Escriban el número correcto en la caja.***

• Unifix Cubes • Number Line **Scoring: Award 1 point for correct answer.**	
Number and Operations and Algebra: Model "part-whole" situations. **Needs** (suggestions): • Part-whole mat • Number line • Unifix cubes • Counters **CGI – Part-Whole Whole Unknown** ☐ **3a** **Scoring: Award 1 point for the answer** ☐ **3b** **Award 1 point for the strategy.**	**3** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **On the playground there were 9 children on the swings and 7 children in line for the slide. How many children were on the playground?** ***En el patio de la escuela había 9 niños en los columpios y 7 niños en fila esperando su turno en el tobogán. ¿Cuántos niños había en el patio?*** **Now look at your problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***
Number and Operations and Algebra: Children use a variety of models including discrete objects, to model adding to … situations.	**4** **Look at the picture.** ***Miren el dibujo.*** 

1st Grade Pre-Test Teacher Instructions and Key.
Administer as a whole class or in small groups.

Scoring: Award one point for the correct answer.	**How many shapes? *¿Cuántas formas hay?*** **Which number sentence below matches the picture?** ***¿Cuál de las frases numéricas que hay abajo representa el dibujo?*** **A 8 + 6 = 14** **B 8 - 6 = 2** **C 7 + 6 = 13** ***D 9 + 5 = 14***
Number and Operations and Algebra: Model "comparing" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters **CGI - Comparing, Difference Unknown** ☐ **5a** **Award 1 point for the answer** ☐ **5b** **Award 1 point for the strategy.**	**5** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Eduardo baked 13 cookies. Monica baked 6 cookies. How many fewer cookies did Monica bake than Eduardo?** ***Eduardo preparó 13 galletas. Mónica preparó 6 galletas. ¿Cuántas galletas preparó Mónica menos que Eduardo?*** **Now look at your problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***

1st Grade Pre-Test Teacher Instructions and Key.
Administer as a whole class or in small groups.

Number and Operations and Algebra: Model "taking away from" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters **CGI – Separate, Result Unknown** **Scoring: Students must have both the correct answer and strategy to earn 1 point.**	**6** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Kendra caught 15 bugs. 8 of them crawled away. How many bugs does she *have now? Kendra cazó 15 insectos. 8 de ellos se escaparon. ¿Cuántos insectos tiene ahora?*** **Now look at your problem solving tools. Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem** ***Muéstrenme cómo resolvieron el problema.***
Number and Operations and Algebra: Children use increasingly sophisticated strategies based on properties (e.g. "making tens") to solve addition problems. **Scoring: Award 1 point for the correct answer.**	**7** **Look at this number sentence.** ***Miren esta frase numérica.*** **8 + 2 + 14 = 24** **Circle the numbers that are compatible (the numbers that add up to 10).** ***Señalen con un círculo los números compatibles (los numerous que suman a 10).***

1st Grade Pre-Test Teacher Instructions and Key.
Administer as a whole class or in small groups.

Materials: 1 whole sandwich (peanut butter, cheese, your choice) Plastic knife 2 paper desert plates ☐ **8a** **Scoring: Award 1 point if the student divides the sandwich in approximately equal parts and can use the term "fourths."** ☐ **8b** **Award 1 point for the explanation (key words listen for: equal, same amount/size).**	**8** **Cut the sandwich so that 4 children may share it equally.** ***Corten el sándwich para que 4 niños puedan compartirlo igualmente.*** (Wait until finished.) **What do you call these equal parts?** ***¿Qué otro nombre tienen estas partes iguales?*** (Pause) **Show or tell me how you know they are equal.** ***Múestrame or dime como sabes que son iguales.*** (Pause and watch for comparison)

Grade 1 **Post-Test Teacher Instructions and Key**

Administer as whole class or in small groups.

Number and Operations and Algebra: Model "adding-to" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters CGI – Join, Result Unknown **Scoring: Award 1 point for the correct answer and strategy. Students must have both to earn the point.**	**1** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Marcos planted 14 flowers on Monday. He planted 5 more flowers on Tuesday. How many flowers did Marcos plant?** ***Marcos plantó 14 flores el lunes. Plantó 5 flores más el martes. ¿Cuántas flores plantó Marcos?*** **Now look at your problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***
Children use a variety of models, to model "part-whole," "adding to," and "taking away from and "comparing" situations to develop an understanding of the meanings of addition and subtraction and strategies to solve such arithmetic problems. **Needs** (suggestions):	**2** **15** **- 6 = 9** **What number makes this sentence true?** **Use any strategy you wish to solve the problem.** **Write the number in the box.** ***¿Qué número hace que la frase sea verdad?*** ***Utilicen la estrategia que quieran para resolver el problema.*** ***Escriban el número correcto en la caja.***

• Counters • Unifix Cubes • Number Line **Scoring: 1 point for the correct answer.**	
Number and Operations and Algebra: Model "part-whole" situations. **Needs** (suggestions): • Part-whole mat • Number line • Unifix cubes • Counters CGI – Part-Whole Whole Unknown ☐ 3a **Scoring: Award 1 point for the answer.** ☐ 3b **Award 1 point for the correct strategy.**	**3** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **On the playground there were 8 children on the swings and 6 children in line for the slide. How many children were on the playground?** ***En el patio de la escuela había 8 niños en los columpios y 6 niños en fila esperando su turno en el tobogán. ¿Cuántos niños había en el patio?*** **Now look at you r problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***
Number and Operations and Algebra: Children use a variety of models including discrete objects, to model adding to … situations.	**4** **Look at the picture.** ***Miren el dibujo.*** 

Scoring: Award 1 point for the correct answer.	**How many shapes? *¿Cuántas formas hay?*** **Which number sentence below matches the picture? *¿Cuál de las frases numéricas que hay a continuación representa el dibujo?*** ***A 8 + 6 = 14*** **B 8 - 6 = 2** **C 7 + 6 = 13** **D 9 + 5 = 14**
Number and Operations and Algebra: Model "comparing" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters CGI - Comparing, Difference Unknown ☐ **5a** **Scoring: Award 1 point for the answer.** ☐ **5b** **Award 1 point for the correct strategy.**	**5** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Eduardo baked 12 cookies. Monica baked 7 cookies. How many fewer cookies did Monica bake than Eduardo?** ***Eduardo preparó 12 galletas. Mónica preparó 7 galletas. ¿Cuántas galletas preparó Mónica menos que Eduardo?*** **Now look at your problem solving tools.** **Select a way to solve the problem as I read the story again.** ***Ahora miren los objectos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***

Number and Operations and Algebra: Model "taking away from" situations. **Needs** (suggestions): • Number line • Unifix cubes • Counters CGI – Separate, Result Unknown **Scoring: Students must have both the correct answer and strategy to earn 1 point.**	**6** **I am going to read you a math story. The first time I read it, close your eyes and see the math movie in your mind. The second time I read it, solve the problem using one of the tools you have on your desk. Show me what you did.** ***Voy a leerles un cuento de matemáticas. La primera vez que lo lea, cierren los ojos y vean las imágenes matemáticas en su mente. La segunda vez que lo lea, resuelvan el problema utilizando uno de los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.*** **Kendra caught 16 bugs. 7 of them crawled away. How many bugs does she *have now? Kendra cazó 16 insectos. 7 de ellos se escaparon. ¿Cuántos insectos tiene ahora?*** **Now look at your problem solving tools. Select a way to solve the problem as I read the story again.** ***Ahora miren los objetos que tienen para resolver el problema.*** ***Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.*** (Read the story again and provide time for students to solve it.) **Show me how you solved the problem.** ***Muéstrenme cómo resolvieron el problema.***
Number and Operations and Algebra: Children use increasingly sophisticated strategies based on properties (e.g. "making tens") to solve addition problems. **Scoring: Award 1 point for the correct answer.**	**7** **Look at this number sentence.** ***Miren esta frase numérica.*** **7 + 3 + 19 = 29** **Circle the numbers that are compatible (the numbers that add up to 10).** ***Señalen con un círculo los números compatibles (los números que suman a 10).***

Grade 1 **Post-Test Teacher Instructions and Key**

Materials: • 1 whole sandwich (peanut butter, cheese, your choice) • Plastic knife • 2 paper desert plates **Scoring: Award 1 point if the student divides the sandwich in approximately equal parts and can use the term "fourths." Award 1 point for the explanation (key words listen for: equal, same amount/size).**	**8** **Cut the sandwich so that 4 children may share it equally.** ***Corten el sándwich para que 4 niños puedan compartirlo igualmente.*** (Wait until finished.) **What do you call these equal?** ***¿Qué otro nombre tienen estas partes iguales?*** (Pause) **Show or tell me how you know they are equal.** ***Múestrame o dime como sabes que son iguales.*** (Pause and watch for comparison)

Grade 2 Assessments

Pre-Test

Name _____

	Problems
☐1 **1 Point**	**1. Use the following numbers to make a *Fact Family.*** **16 9 7**
☐2 **1 Point**	**2.** $\square - 7 = 8$
☐3a **1 Point Answer** ☐3b **1 Point Strategy**	**3. Marcos planted 14 flowers. His brother planted 12 flowers. How many flowers did they plant together?** **Show your work.**

Pre-Test

Name _____

☐4a **1 Point Answer** ☐4b **1 Point Strategy**	**4. Solve:** **23-17** **Show your work.**
☐5a **1 Point Answer** ☐5b **1 Point Strategy**	**5. Roger counted his pennies and found that he had 39 in one piggy bank. He needs 50 pennies. How many more pennies does he need?** **Show your work.**
☐**6a** **1 Point Answer** ☐**6b** **1 Point Strategy**	**6. Rosa's big brother bicycled 48 miles last month. He bicycled 19 more miles than Rosa. How many miles did Rosa bicycle last month?** **Show your work.**

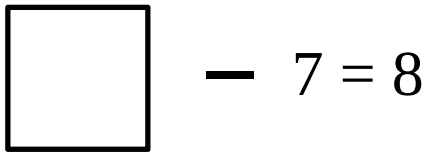
Pre-Test

Name _____

☐7 **1 Point** **Answer/Strategy**	**7. You are fair sharing the cake with yourself and 5 friends. Draw how you will divide the cake.**  **What fractional part of the cake will each of you receive?**
/11 **Total Points**	

Pre-Test SPANISH

Nombre: _____

	Problemas
☐1 **1 punto**	**1. Utiliza los números siguientes para componer una familia de hechos (fact family).** **16 9 7**
☐2 **1 punto**	**2.** 
☐3a **1 punto respuesta** ☐3b **1 punto estrategia**	**3. Marcos plantó 14 flores. Su hermano plantó 12 flores. ¿Cuántas flores plantaron en total? Muestra tu trabajo.**

Pre-Test SPANISH

Nombre: _____

☐4a **1 punto respuesta** ☐ 4b **1 punto estrategia**	**4. Resuelve:** **23 - 17** **Muestra tu trabajo.**
☐5a **1 punto respuesta** ☐5b **1 punto estrategia**	**5. Roger contó sus centavos y descubrió que tenía 39 en una alcancía. Roger necesita 50 centavos. ¿Cuántos centavos más necesita?**
☐6a **1 punto respuesta** ☐6b **1 punto estrategia**	**6. El hermano mayor de Rosa recorrió un total de 48 millas en bicicleta el mes pasado. Recorrió 19 millas más que Rosa. ¿Cuántas millas en bicicleta recorrió Rosa el mes pasado?**

Pre-Test SPANISH

Nombre: _____

☐7 **1 punto respuesta/ estrategia**	**7. Estás compartiendo un pastel en partes iguales con 5 amigos. Haz un dibujo de cómo vas a dividir el pastel.** **¿Qué fracción del pastel va a recibir cada uno?**
/11 **Total Points**	

Post-Test

Name: _____

☐1 1 Point	**1. Use the following numbers to make a *Fact Family.*** **15 8 7**
☐2 1 Point	**2.** $\square - 6 = 7$
☐3a 1 Point Answer ☐3b 1 Point Strategy	**3. Marcos planted 15 flowers. His brother planted 10 flowers. How many flowers did they plant together?** **Show your work.**

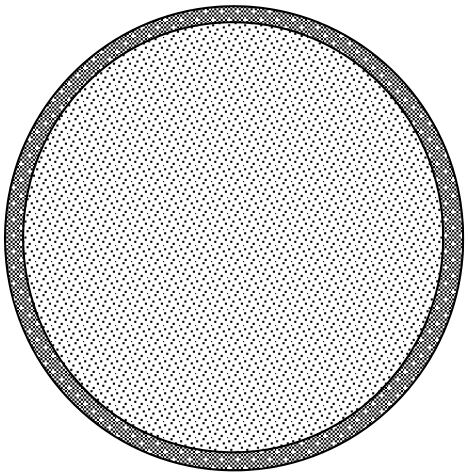
 **Post-Test**

Name: _____

☐**4a** **1 Point** **Answer** ☐**4b** **1 Point** **Strategy**	**4. Solve:** **26 - 18** **Show your work.**
☐**5a** **1 Point** **Answer** ☐**5b** **1 Point** **Strategy**	**5. Roger counted his pennies and found that he had 79 in one piggy bank. He needs 90 pennies. How many more pennies does he need?** **Show your work.**
☐**6a** **1 Point** **Answer** ☐**6b** **1 Point** **Strategy**	**6. Rosa's big brother bicycled 73 miles last month. He bicycled 39 more miles than Rosa. How many miles did Rosa bicycle last month?** **Show your work.**

Post-Test

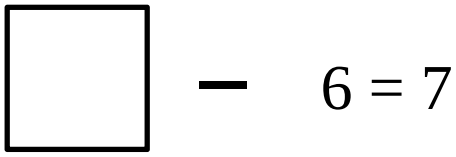
Name: _____

☐7 **1 Point** **Answer** ***Must have both parts to be correct.***	**7. You are fair sharing the pizza with yourself and 7 friends. Draw how you will divide the pizza.**  What fractional part of the pizza will each of you receive?
/11 **Total Points**	

Post-Test

SPANISH

Nombre: _____

☐1 **1 punto**	**1. Utiliza los números siguientes para componer una familia de hechos (fact family).** **15 8 7**
☐2 **1 punto**	**2.** 
☐3a **1 punto respuesta** ☐3b **1 punto estrategia**	**4. Marcos plantó 15 flores. Su hermano plantó 10 flores. ¿Cuántas flores plantaron en total?** **Muestra tu trabajo.**

Post-Test

SPANISH

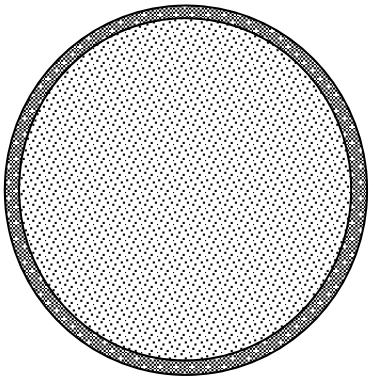
Nombre: _____

☐**4a** **1 punto respuesta** ☐**4b** **1 puntos estrategia**	**5. Resuelve:** **26 - 18** **Muestra tu trabajo.**
☐5a **1 punto respuesta** ☐5b **1 punto estrategia**	**6. Roger contó sus centavos y descubrió que tenía 79 en una alclancía. Roger necesita 90 centavos. ¿Cuántos centavos más necesita?** **Muestra tu trabajo.**
☐6a **1 punto respuesta** ☐6b **1 punto estrategia**	**7. El hermano mayor de Rosa recorrió un total de 73 millas en bicicleta el mes pasado. Recorrió 39 millas más que Rosa. ¿Cuántas millas en bicicleta recorrió Rosa el mes pasado?** **Muestra tu trabajo.**

Post-Test

SPANISH

Nombre: _____

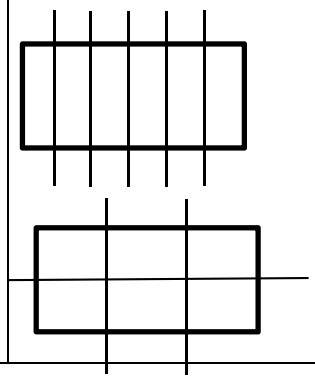
☐7 **1 punto respuesta** *La respuesta tiene que tener las dos partes.*	8. **Estás compartiendo un pizza en partes iguales con 7 amigos. Haz un dibujo de cómo vas a dividir el pizza.**  **¿ Qué fracción del pizza van a recibir cada uno?**
/11 **Total Points**	

Second  **Grade**
Assessment Record Sheet

Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*	Notes
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

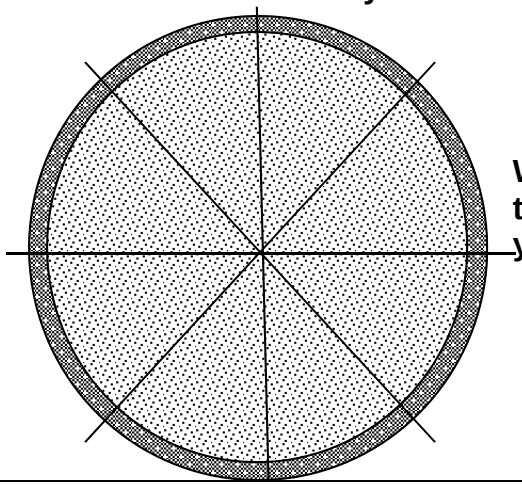
Objective/Needs	Problems Points
Number and Operation and Algebra: Children use their understanding of basic addition facts and relate subtraction facts. 1 Award 1 point for the answer	**1. Use the following numbers to make a *Fact Family.*** **16 9 7** *9 + 7 = 16 7 + 9 = 16 16 – 9 = 7 16 – 7 = 9 (any order)*
2 Award 1 point for the answer	**2.** $\square - 7 = 8$
Number and Operations and Algebra: Children solve arithmetic problems by applying their understanding of models of addition and [subtraction] and properties of numbers such as place value. **Needs:** None **CGI** – Combine Result Unknown 3a Award 1 point for answer 3b Award 1 point for strategy	**3. Marcos planted 14 flowers. His brother planted 12 flowers. How many flowers did they plant together? Show your work.** ***Answer: 26 flowers*** *Students could solve by drawing a picture, using an algorithm, drawing and using a number line – any reasonable strategy is acceptable.*
4 a Award 1 point for the answer 4b Award 1 point for the strategy	**4. Solve:** **23-17** **Show your work.** ***Answer: 6*** *Students may use any reasonable strategy to solve the problem including drawing a pictures, traditional algorithm. Ask students to explain their thinking if their strategy is not clear.*

Number and Operation and Algebra: Children solve arithmetic problems by applying their understanding of models of addition and [subtraction] and properties of number such as place value. **CGI** – Join Change Unknown 5a Award 1 point for the answer 5b Award 1 point for the strategy	**5. Roger counted his pennies and found that he had 39 in one piggy bank. He needs 50 pennies. How many more pennies does he need? Show your work.** *Answer: 11 pennies* *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*
Number and Operation and Algebra: Children solve arithmetic problems by applying their understanding of models of [addition and] subtraction and properties of numbers such as place value. **CGI** – Compare Difference Unknown 6a Award 1 point for the answer 6b Award 1 point for the strategy	**6. Rosa's big brother bicycled 48 miles last month. He bicycled 19 more miles than Rosa. How many miles did Rosa bicycle last month? Show your work.** *Answer: 29 miles* *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*
7 Award 1 point for the answer. Must have both parts to be correct.	7. You are fair sharing the cheese sandwich with yourself and 5 friends. Draw how you will divide the sandwich.  What fractional part of the sandwich will each of you receive? 1/6

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems Points
Number and Operation and Algebra: Children use their understanding of basic addition facts and relate subtraction facts. **Unit 4, Lesson 3 Needs:** None 1 Award 1 point for the answer	**1. Use the following numbers to make a *Fact Family.*** **15 8 7** *8 + 7 = 15 7 + 8 = 15 15 – 7 = 8 15 – 8 = 7 (any order)*
2 Award 1 point for the answer	2. 13 - 6 = 7
Number and Operations and Algebra: Children solve arithmetic problems by applying their understanding of models of addition and [subtraction] and properties of numbers such as place value. **Needs:** None **CGI** – Join Result Unknown 3a Award 1 point for the answer 3b Award 1 point for the strategy	**3. Marcos planted 15 flowers. His brother planted 10 flowers. How many flowers did they plant together? Show your work.** *Answer: 25 plants.* *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*
4a Award 1 point for the answer	**4. Solve:** **26 - 18**

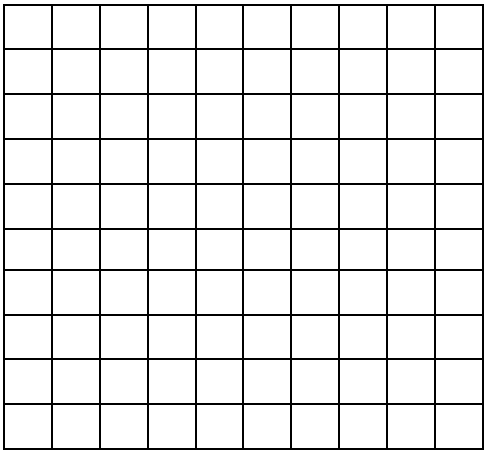
4b Award 1 point for the strategy.	**Answer: 8** **Show your work.** *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*
Number and Operation and Algebra: Children solve arithmetic problems by applying their understanding of models of addition and [subtraction] and properties of number such as place value. **CGI** – Join Change Unknown 5a Award 1 point for the answer 5b Award 1 point for the strategy	**5. Roger counted his pennies and found that he had 79 in one piggy bank. He needs 90 pennies. How many more pennies does he need? Show your work.** *Answer: 11 pennies.* *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*
Number and Operation and Algebra: Children solve arithmetic problems by applying their understanding of models of [addition and] subtraction and properties of numbers such as place value. **CGI** – Compare Difference Unknown 6a Award 1 point for the answer 6b Award 1 point for the strategy	**6. Rosa's big brother bicycled 73 miles last month. He bicycled 39 more miles than Rosa. How many miles did Rosa bicycle last month? Show your work.** *Answer: 34 miles.* *Students may choose to use any reasonable strategy such as drawing a picture, breaking apart, traditional algorithm, number line, etc. Ask students to explain their thinking if the strategy is unclear.*

7 Award 1 point for the answer and the strategy	**7. You are fair sharing the pizza with yourself and 7 friends. Draw how you will divide the pizza.**  **What fractional part of the pizza will each of you receive?** $\frac{1}{8}$

Grade 3 Assessments

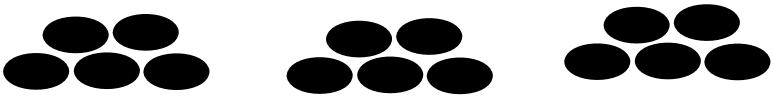
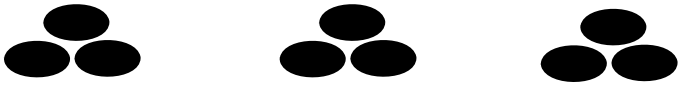
Pre -Tests

Name_____

☐**1a** **1 Point Array** ☐**1b** **1 Point Fact Family**	**1. Draw an *array* to model 6 x 9. You may draw this freehanded or use the grid provided.**  **Write the fact family for 6x 9.**
☐**2** **1 Point**	**2.** $40 \div \square = 8$

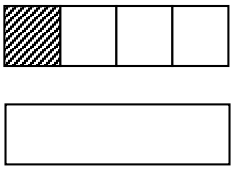
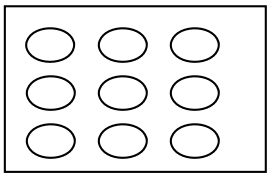
Pre -Tests

Name_____

☐3 **1 Point**	**3. Which picture below could be used to model 2×5?** Circle your answer choice. **A**  **B**  **C**  **D** 
☐4a **1 Point Answer** ☐4b **1 Point Strategy**	**4. Carlos caught 35 fish and wanted to freeze them in equal shares for 5 meals. If the fish are all about the same size, how many fish should he put in each freezer container?** **Show your strategy.**
☐5a **1 Point Answer** ☐5b **1 Point Strategy**	**5. Juanita was packing the 32 dolls in her doll collection. She wanted to pack only 8 dolls per box. How many boxes will she need?** **Show your strategy.**

Pre -Tests

Name_____

☐6 **1 Point**	**6.** **The model shows $\frac{1}{4}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{4}$.**  **Complete the sentence stem:** **Another fraction equal to $\frac{1}{4}$ is:**_____
☐7 **1 Point**	**7. Karli is making batches of cookies on a small cookie sheet. If she bakes 4 pans just like the picture, how many cookies will she bake? Show your strategy.** 

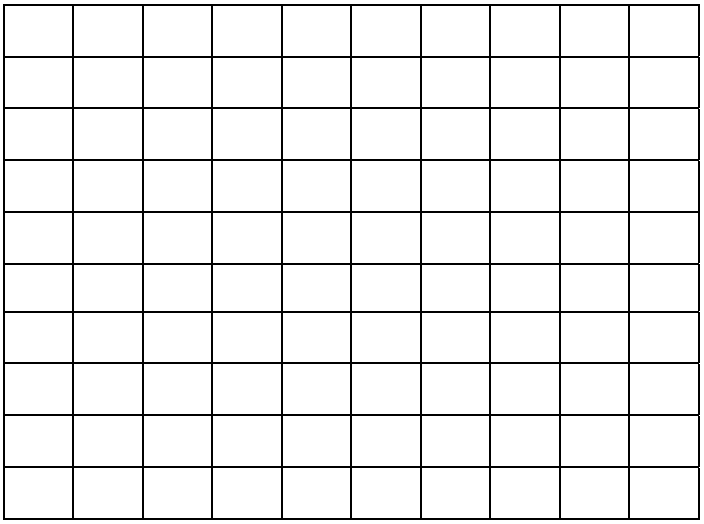
Pre -Tests

Name_____

☐**8** **1 Point** **Answer**	**8. Divide the cakes into the fractional portions.** $\frac{1}{3}$ **of this cake** ☐ $\frac{1}{6}$ **of this cake** ☐ **Compare the fraction in your mind. Which piece of cake is larger? Fill in the blanks below to show which fractional portion is larger.** _____ > _____ **Use pictures to show how you know.**
_____**/11** **total points**	

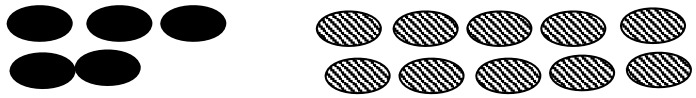
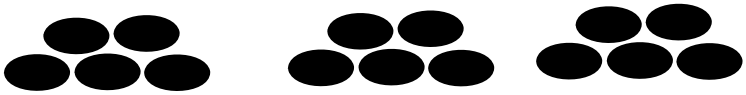
Pre-Test SPANISH

Name_____

☐**1a** **1 punto conjunto** ☐**1b** **1 un punto familia**	**1. Dibuja una matriz (array) que muestre 6×9. Puedes hacer un dibujo libre, o puedes utilizar la cuadrícula.**  **Escribe la familia de hecho para 6×9.**
☐**2** **1 punto**	**2.** **40 ÷ ☐ = 8**

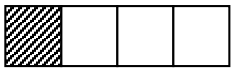
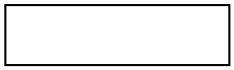
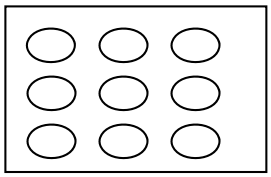
Pre-Test SPANISH

Name_____

☐3 **1 punto**	**3. ¿Cuál de los dibujos que ves a continuación puede utilizarse para modelar 2×5?** Señala con un círculo tu respuesta. **A**  **B**  **C**  **D** 
☐4a **1 punto respuesta** ☐4b **1 punto estrategia**	**4. Carlos pescó 35 peces y quería congelarlos en porciones iguales para 5 comidas. ¿Cuántos peces deberá poner en cada contenedor del congelador si los peces son todos más o menos del mismo tamaño?** **Muestra tu trabajo.**
☐5a **1 punto respuesta** ☐5b **1 punto estrategia**	**5. Juanita estaba guardando 32 muñecas de su colección. Quería guardar 8 muñecas en cada caja. ¿Cuántas cajas necesitará?** **Muestra tu trabajo.**

Pre-Test SPANISH

Name_____

☐**6** **1 punto**	**6.** **El modelo muestra $\frac{1}{4}$. Usa el segundo rectángulo para modelar otra fracción equivalente a $\frac{1}{4}$.**   **Escribe el nombre de la fracción.**
☐**7** **1 punto**	**7. Karli está preparando grupos de galletas en una bandeja. ¿Cuántas galletas hará en total si prepara 4 bandejas como la del dibujo?** Muestra tu trabajo. 

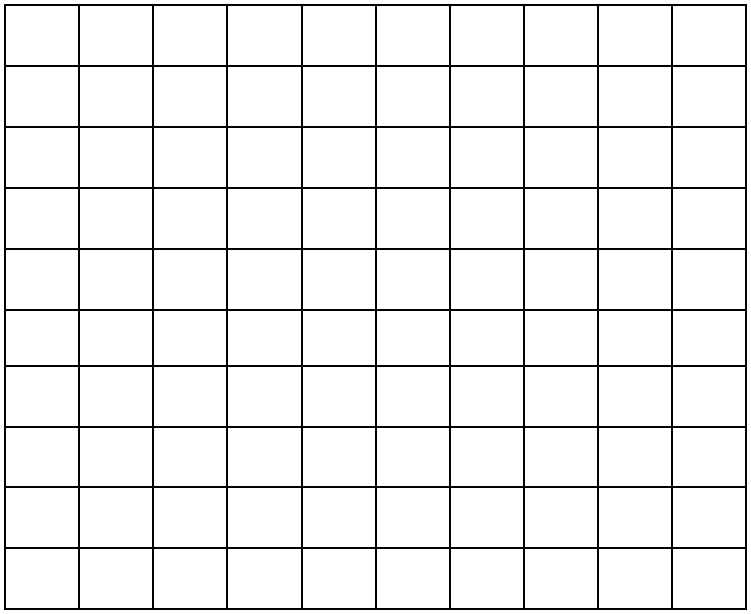
Pre-Test SPANISH

Name_____

☐8 **1 Point** **Answer**	**8. Divide los pasteles en las partes fraccionarias.** $\frac{1}{3}$ **de este pastel** ☐ $\frac{1}{6}$ **de este pastel** ☐ **Compara las fracciones. ¿Qué rebanada de pastel es más grande? Llena los blancos a continuación para indicar cuál es más grande.** _____ > _____ **Usa imágenes para mostrar cómo lo sabes.**
_____/1 **1 total points**	

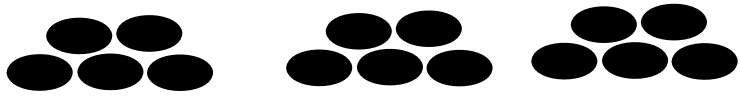
Mid-Test

Name_____

☐1a **1 Point array** ☐1b **1 Point fact family**	**1. Draw an *array* to model 7×7. You may draw this freehanded, or use the grid provided.**  **Write the fact family for 7×7.**
☐2 **Point**	**2.** $42 \div \square = 7$

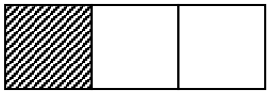
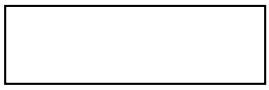
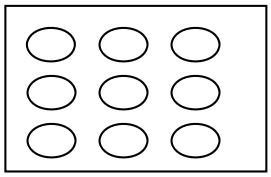
Mid-Test

Name_____

☐3 **1 Point**	**3.** **Which picture below could be used to model 3×3?** Circle your answer. **A**  **B**  **C**  **D** 
☐4a **1 Point answer** ☐4b1 Point **strategy**	**4. Carlos caught 21 fish and wanted to freeze them in equal shares for 7 meals. If the fish are all about the same size, how many fish should he put in each freezer container?** **Show your work.**
☐5a **1 Point answer** ☐5b **1 Point** **strategy**	5. **Juanita was packing the 20 dolls in her doll collection. She wanted to pack only 4 dolls per box. How many boxes will she need?** **Show your work.**

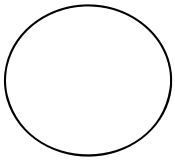
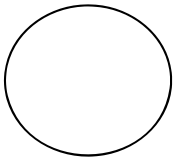
Mid-Test

Name_____

☐6 **1 Point**	**6.** **The model shows $\frac{1}{3}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{3}$.**   **Write the name of your fraction.**
☐7 **1 Point**	**7. Karli is making batches of cookies on a small cookie sheet. If she bakes 7 pans just like the picture, how many cookies will she bake?** **Show your work.** 

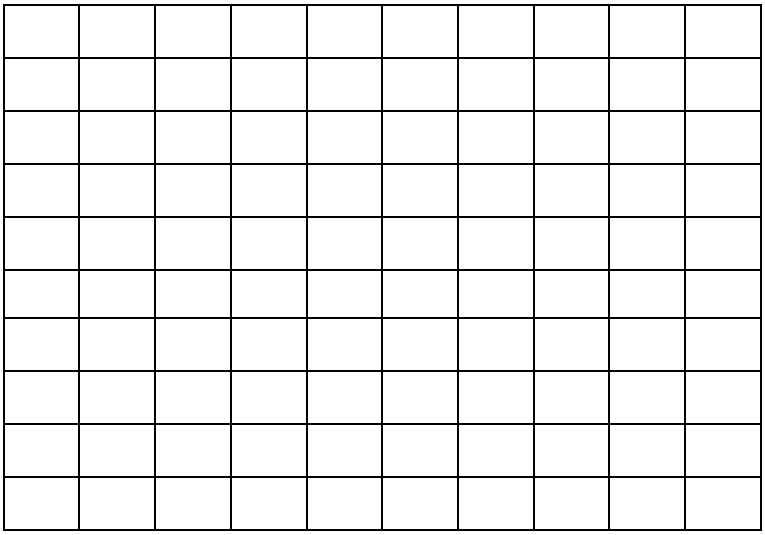
Mid-Test

Name_____

☐8 **1 Point Answer**	**8. Divide the pizzas into the fractional portions.** $\frac{1}{8}$ **of this pizza**  $\frac{1}{6}$ **of this pizza**  **Compare the fraction in your mind. Which piece of pizza is larger? Fill in the blanks below to show which fractional portion is larger.** _____ > _____ **Use pictures to show how you know.**
_____/11 Total Point	

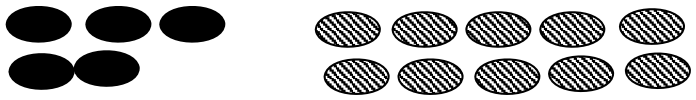
Mid-Test SPANISH

Name_____

☐**1a** **1 punto conjunto** ☐**1b** **1 un punto familia**	**1. Dibuja una matriz (array) que muestre 7×7. Puedes hacer un dibujo libre, o puedes utilizar la cuadrícula.**  **Escribe la familia de hecho para 7×7.**
☐**2** **1 punto**	**2.** **$42 \div \square = 7$**

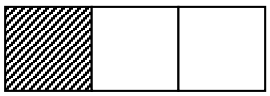
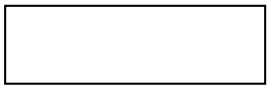
Mid-Test SPANISH

Name_____

☐3 **1 punto**	**3.** **¿Cuál de los dibujos que ves a continuación puede utilizarse para modelar 3×3?** Señala con un círculo tu respuesta. **A**  **B**  **C**  **D** 
☐4a **1 punto respuesta** ☐4b **1 punto estrategia**	**4. Carlos pescó 21 peces y quería congelarlos en porciones iguales para 7 comidas. ¿Cuántos peces deberá poner en cada contenedor del congelador si los peces son todos más o menos del mismo tamaño?** **Muestra tu trabajo.**

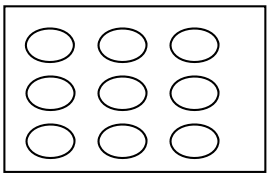
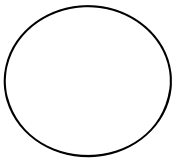
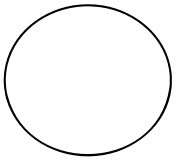
Mid-Test SPANISH

Name_____

☐**5a** **1 punto respuesta** ☐**5b** **1 punto estrategia**	**5. Juanita estaba guardando 20 muñecas de su colección. Quería guardar 4 muñecas en cada caja. ¿Cuántas cajas necesitará?** **Muestra tu trabajo.**
☐**6** **1 punto**	**6.** **El modelo muestra** $\frac{1}{3}$ **. Usa el segundo rectángulo para modelar otra fracción equivalente a** $\frac{1}{3}$ **.**   **Escribe el nombre de tu fracción.**

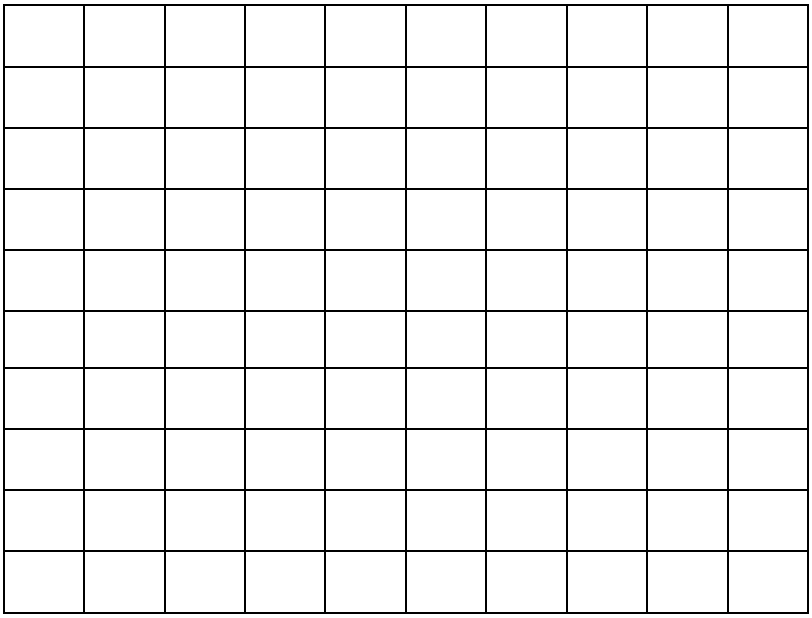
Mid-Test SPANISH

Name_____

☐**7** **1 punto**	7. **Karli está preparando grupos de galletas en una bandeja. ¿Cuántas galletas hará en total si prepara 7 bandejas como la del dibujo?** **Muestra tu trabajo.** 
☐8 **1 punto respuesta**	**8. Divide la pizza en las partes fraccionarias.** $\frac{1}{8}$ **de esta pizza**  $\frac{1}{6}$ **de esta pizza**  **Compara las fracciones. ¿Cuál es más pizza? Llena los blancos a continuación para mostrar cuál es más grande.** _____ > _____ **Haz dibujos para mostrar cómo lo sabes.**
_____ ___/11 Total points	

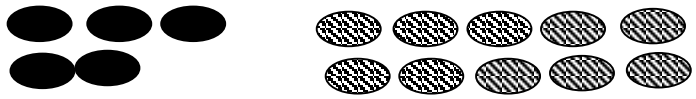
Post-Test

Name_____

☐**1a** **1 Point** **array** ☐**1b**	**1. Draw an *array* to model 6×7. You may draw this freehanded, or use the grid provided.**  **Write the fact family for 6×7.**
☐**2** **1 Point**	2. ☐ **÷ 6 = 6**

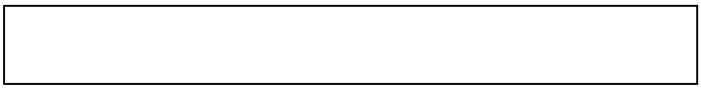
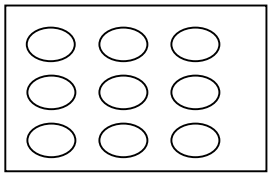
Post-Test

Name_____

☐3 **1 Point**	**3. Which picture below could be used to model 3×5?** Circle your answer. **A**  **B**  **C**  **D** 
☐4a **1 Point answer** ☐4b **1 Point strategy**	**4. Carlos caught 15 fish and wanted to freeze them in equal shares for 3 meals. If the fish are all about the same size, how many fish should he put in each freezer container?** **Show your work.**
☐5a **1 Point answer** ☐5b **1 Point strategy**	**5. Juanita was packing the 24 dolls in her doll collection. She wanted to pack only 4 dolls per box. How many boxes will she need?** **Show your work.**

Post-Test

Name_____

☐6 **1 punto**	**6.** The model shows $\frac{1}{8}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{6}$.   Write the name of your fraction.
☐7 **1 punto**	**7.** **Karli is making batches of cookies on a small cookie sheet. If she bakes 5 pans just like the picture, how many cookies will she bake? Show your work.** 

Post-Test

Name_____

☐**8** **1 Point Answer** ***Must have both parts to be correct.***	**8. Divide the string into the fractional portions.** $\frac{1}{4}$ **of this string**  $\frac{1}{6}$ **of this string**  **Compare the fractions in your mind. Which is more string? Fill in the blanks below to show which fractional portion is larger.** _____ > _____ **Use pictures to show how you know.**
_____**/11 (Total points)**	

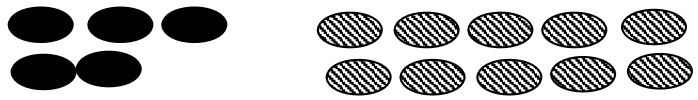
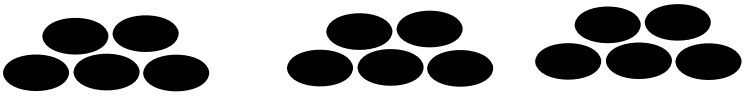
Post-Test SPANISH

Name_____

☐**1a 1 punto conjunto** ☐**1b 1 un punto familia**	**1. Dibuja una matriz (array) que muestre 6 x 7. Puedes hacer un dibujo libre, o puedes utilizar la cuadrícula..** **Escribe la familia de hecho (fact family) para 6 x 7.**
☐**2a 1 punto**	**2.** ☐ **÷ 6 = 6**

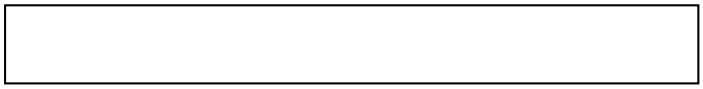
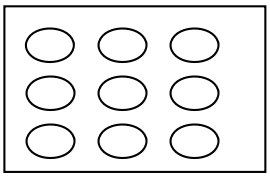
Post-Test SPANISH

Name_____

☐3 1 punto	**4. ¿Cuál de los dibujos que ves a continuación puede utilizarse para modelar 3 x 5?** Señala con un círculo tu respuesta. **A**  **B**  **C**  **D** 
☐4a 1 punto respue sta ☐4b 1 punto estrate gia	**4. Carlos pescó 15 peces y quería congelarlos en porciones iguales para 3 comidas. ¿Cuántos peces deberá poner en cada contenedor del congelador si los peces son todos más o menos del mismo tamaño?** **Muestra tu trabajo.**
☐5a 1 punto respue sta ☐5b 1 punto estrate gia	**5. Juanita estaba guardando 24 muñecas de su colección. Quería guardar 4 muñecas en cada caja. ¿Cuántas cajas necesitará?** **Muestra tu trabajo.**

Post-Test SPANISH

Name_____

☐6 **1 point**	**6.** **El modelo muestra $\frac{1}{8}$. Usa el segundo rectángulo para modelar otra fracción equivalente a $\frac{1}{8}$.**   **Escribe el nombre de tu fracción**.
☐7 **1 punto**	**7.** **Karli está preparando grupos de galletas en una bandeja. ¿Cuántas galletas hará en total si prepara 5 bandejas como la del dibujo?** **Muestra tu trabajo.** 

Post-Test SPANISH

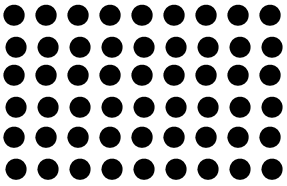
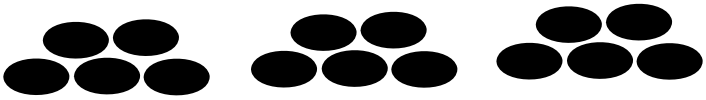
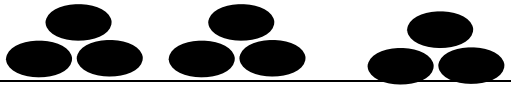
Name_____

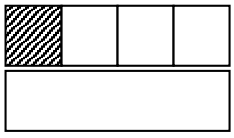
☐8 **1 punto respuesta**	**8. Divide la cuerda en las partes fraccionarias.** $\frac{1}{4}$ **de esta cuerda**   $\frac{1}{6}$ **de esta cuerda** **Compara las fracciones. ¿Cuál es más cuerda? Llena los blancos a continuación para mostrar cuál es más grande.** _____ > _____ **Haz dibujos para mostrar cómo lo sabes.**
_____/11 Total points	

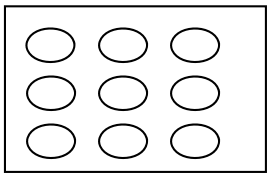
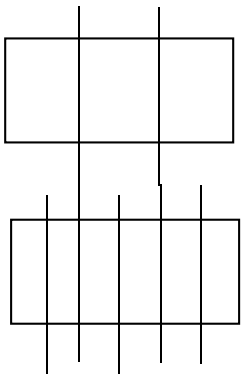
Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*	Notes
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

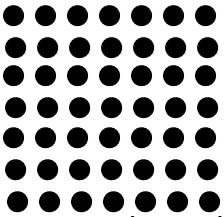
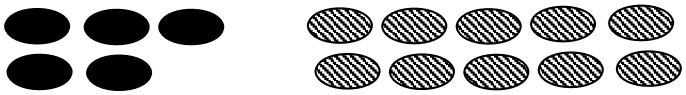
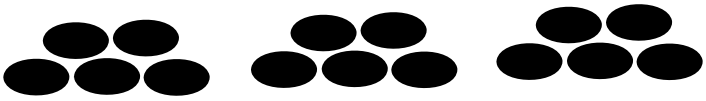
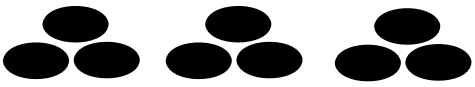
3rd Grade Pre-Test
Teacher Instructions and Key

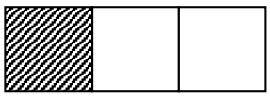
Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	**Problems** **Points**
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts and related division facts**.** Array model of multiplication 1 a – Award 1 point for the array 1b - Award 1 point for the fact family	**1. Draw an *array* to model 6 x 9. You may draw this freehanded, or use the grid provided.** Student can draw dots in the grid paper to represent 6 x 9 Students can draw a 6 x 9 grid Students can draw a 6 x 9 array of dots  Fact Family 6 x 9 = 54 54 ÷9 = 6 9 x 6 = 54 54 ÷6 = 9 Number sentences can be in any order as long as all 4 are recorded. Hand-drawn arrays do not have to be perfect. **Write the fact family for 6 x 9.**
2 - Award 1 point for the answer	**2.** 40 ÷ 5 = 8
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts [and related division facts]**.** Equal sets **Needs: None** **3 Award 1 point for the answer**	**3. Which picture below could be used to model 2 x 5?** **A**  **B**  **C**  **D** 

	ANSWER: B – 2 groups of 5
Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Partitive division **Needs: None** CGI – Division Partitive 4 a – Award 1 point for the answer 4b – Award 1 point for the strategy	**4. Carlos caught 35 fish and wanted to freeze them in equal shares for 5 meals. If the fish are all about the same size, how many fish should he put in each freezer container? Show your work.** **ANSWER: 7 fish. Students could draw a picture where 35 fish has been divided among 5 meals; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.**
Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Sharing division **Needs:** None CGI – Division Measurement 5a Award 1 point for the answer 5b Award 1 point for the strategy	**5. Juanita was packing the 32 dolls in her doll collection. She wanted to pack only 8 dolls per box. How many boxes will she need? Show your work.** **ANSWER: 4 boxes. Students could draw a picture where 32 dolls have been divided by groups of 8 to see how many boxes she needed; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.** 1 point answer 1 point strategy
6 – Award one point for the answer **Scoring:** Both parts must be correct to be awarded the point.	**6.** **The model shows $\frac{1}{4}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{4}$**  **Write the name of your fraction.**

	Students should use the blank rectangle to model the equivalent fraction, as well as write the fraction. **The written fraction could be in words, although most students will use the numeric form. For example, a possible answer would be 2/8 which could also be written acceptably as two eighths.**
Number and Operations and Algebra: Students solve multiplication problems involving basic facts. **Needs:** None **Scoring**: Student must have the correct answer and strategy to earn one point. **7** – Award 1 point for the answer	**7.** **Karli is making batches of cookies on a small cookie sheet. If she bakes 4 pans just like the picture, how many cookies will she bake? Show your work.**  **ANSWER: 36 cookies. Students could draw additional pans, use repeated addition; skip count, tally; use multiplication.**
8 – Award 1 point for the answer. Students must complete both steps to earn the point.	**8. Divide the cakes into the fractional portions.** $\frac{1}{3}$ **of this cake** $\frac{1}{6}$ **of this cake**  **Compare the fraction in your mind. Which piece of cake is larger? Fill in the blanks below to show which fractional portion is larger.** ____ $\frac{1}{3}$ ____ > ____ $\frac{1}{6}$ ____

Objective/Needs	Problems Points
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts and related division facts**.** Array model of multiplication **1a – Award 1 point for the array** **1b – Award 1 point for the fact family**	**1. Draw an *array* to model 7 x 7. You may draw this freehanded, or use the grid provided.** **Write the fact family for 7 x 7.** **ANSWER**: Array – students can outline a 7 x 7 array on the grid paper Student can draw dots in the grid paper to represent 7 x 7 Students can draw a 7 x 7 grid Students can draw a 7 x 7 array of  Hand-drawn arrays do not have to be perfect Fact Family 7 x 7 = 49 49 ÷7 = 7 Do not count off if students repeat the 2 number sentences. Although not necessary, it isn't wrong.
2 – Award 1 point for the answer	**2.** 42 ÷ 6 = 7
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts [and related division facts]**.** Equal sets **Needs: None** **3 – Award 1 point for the answer**	**3. Which picture below could be used to model 3 x 3?** **A**  **B**  **C**  **D**  **ANSWER: D (3 groups of 3 dots each)**

Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Partitive division **Needs: None** **CGI – Division Partitive** **4a – Award 1 point for the answer** **4b – Award 1 point for the strategy**	**4. Carlos caught 21 fish and wanted to freeze them in equal shares for 7 meals. If the fish are all about the same size, how many fish should he put in each freezer container? Show your work.** **ANSWER: 3 fish. Students could draw a picture where 21 fish has been divided among 7 meals; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.**
Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Sharing division **Needs:** None **CGI – Division Measurement** 5 a – Award 1 point for the answer 5b – Award 1 point for the strategy	**5. Juanita was packing the 20 dolls in her doll collection. She wanted to pack only 4 dolls per box. How many boxes will she need? Show your work.** **ANSWER: 5 boxes. Students could draw a picture where 20 dolls have been divided by groups of 4 to see how many boxes she needed; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.**
. 6 – Award 1 point for the answer SCORING: Both parts must be correct to be awarded the point.	6. The model shows $\frac{1}{3}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{3}$.   Write the name of your fraction.

<table>
<tr><td></td><td>Students should use the blank rectangle to model the equivalent fraction, as well as write the fraction.

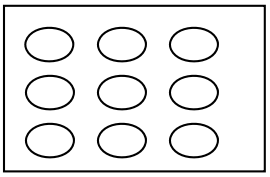
The written fraction could be in words, although most students will use the numeric form. For example, a possible answer would be 2/6 which could also be written acceptably as two sixths.</td></tr>
<tr><td>Number and Operations and Algebra: Students solve multiplication problems involving basic facts.

Needs: None

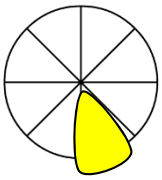
7 – Award 1 point for the answer/strategy

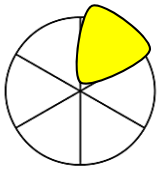
Scoring: Student must have the correct answer and strategy to earn one point.</td><td>7.
Karli is making batches of cookies on a small cookie sheet. If she bakes 7 pans just like the picture, how many cookies will she bake? Show your work.

ANSWER: 63 cookies. Students could draw additional pans, use repeated addition; skip count, tally; use multiplication.

  </td></tr>
<tr><td>8 – Award 1 point for the answer

Students must complete both steps to be awarded the point.</td><td>8. Which is more pizza?

$\frac{1}{8}$ of this pizza 

$\frac{1}{6}$ of this pizza 

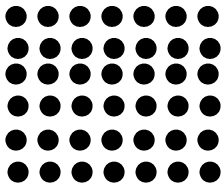
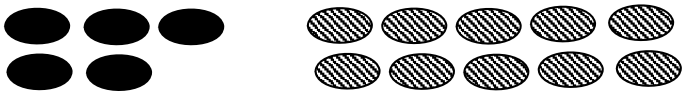
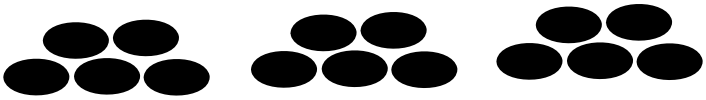
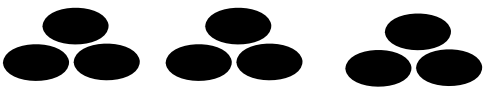
Compare the fraction in your mind. Which piece of pizza is larger? Fill in the blanks below to show which fractional portion is larger.

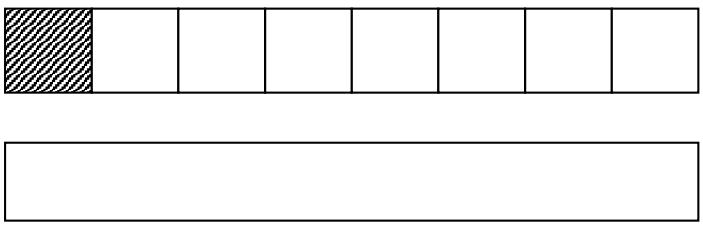
____$\frac{1}{6}$____ > ____$\frac{1}{8}$____

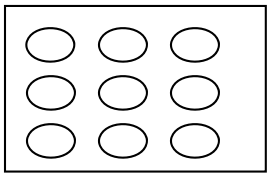
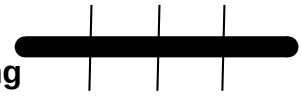
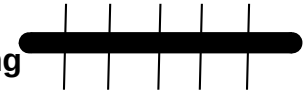
Use pictures to show how you know.</td></tr>
</table>

3rd Grade Post-Test Teacher Instructions and Key

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems Points
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts and related division facts**.** Array model of multiplication **Unit 4 Lesson 3** **Unit 5, Lesson 1-3** 1 a – Award 1 point for the array 1b – Award 1 point for the fact family.	**1. Draw an *array* to model 6 x 7. You may draw this freehanded, or use the grid provided.** **Write the fact family for 6 x 7.** **Answer:** Array – students can outline a 6 x 7 array on the grid paper Student can draw dots in the grid paper to represent 6 x7 Students can draw a 6 x 7 grid Students can draw a 6 x 7 array of d  Fact Family 6 x 7 = 42 42 ÷7 = 6 7 x 6 = 42 42 ÷6 = 7 Number sentences can be in any order as long as all 4 are recorded Hand-drawn arrays do not have to be perfect.
2 – Award 1 point for the answer	**2.** 36 ÷ 6 = 6
Number and Operations and Algebra: Developing an understanding of multiplication and division and strategies for basic multiplication facts [and related division facts]**.** Equal sets **Needs: None** **3 – Award 1 point for the answer**	**3. Which picture below could be used to model 3 x 5?** **A**  **B**  **Answer:** **C - 3 groups of 5 dots** **C**  **D** 

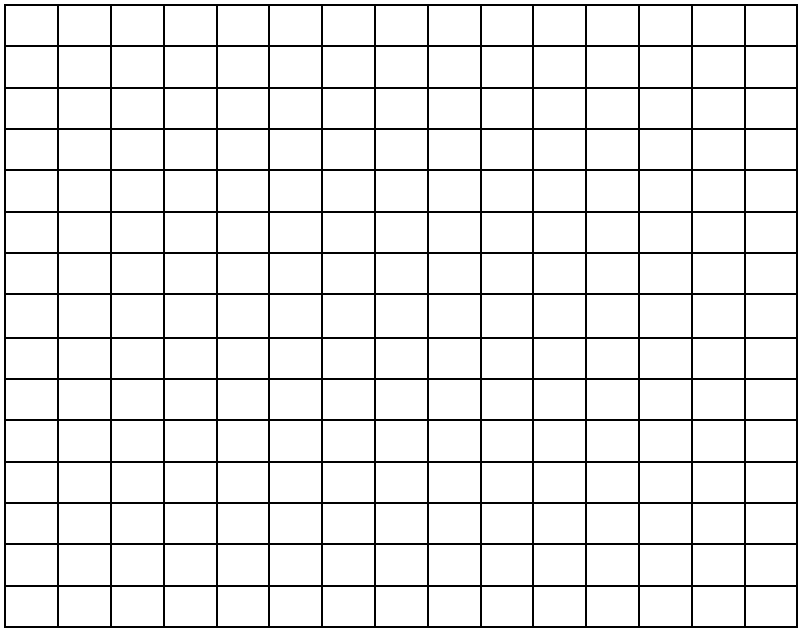
Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Partitive division **Needs: None** CGI – Division Partitive 4a – Award 1 point for the answer 4b – Award 1 point for the strategy	**4. Carlos caught 15 fish and wanted to freeze them in equal shares for 3 meals. If the fish are all about the same size, how many fish should he put in each freezer container? Show your work.** **ANSWER: 5 fish. Students could draw a picture where 15 fish has been divided among 3 meals; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.**
Number and Operations and Algebra: Students understand the meaning of division of whole numbers through the use of representations. Sharing division **Needs:** None CGI – Division Measurement 5a – Award 1 point for the answer 5b – Award 1 point for the strategy	**5. Juanita was packing the 24 dolls in her doll collection. She wanted to pack only 4 dolls per box. How many boxes will she need? Show your work.** **ANSWER: 6 boxes. Students could draw a picture where 24 dolls have been divided by groups of 4 to see how many boxes she needed; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence.**
6 – Award 1 point for the answer **Scoring:** Both parts must be correct to be awarded the point.	**6.** The model shows $\frac{1}{8}$. Use the second rectangle to model a different fraction equivalent to $\frac{1}{8}$. 

	Students should use the blank rectangle to model the fraction as well as write it. The written fraction could be in words, although most students will use the numeric form. For example a possible answer would be 2/16 which could also be written acceptably as two sixteenths.
Number and Operations and Algebra: Students solve multiplication problems involving basic facts. **Needs:** None 7 – Award 1 point for the answer/strategy **Scoring**: Student must have the correct answer and strategy to earn one point.	**7.** **Karli is making batches of cookies on a small cookie sheet. If she bakes 5 pans just like the picture, how many cookies will she bake? Show your work.**  **ANSWER: 45 cookies. Students could draw additional pans, use repeated addition; skip count, tally; use multiplication.**
8 – Award 1 point for the answer/strategy **Scoring**: Student must have the correct answer and strategy to earn one point. 8 – Award 1 point for the answer	**8. Divide the string into the fractional portions.** $\frac{1}{4}$ **of this string**  $\frac{1}{6}$ **of this string**  **Compare the fractions in your mind. Which is more string? Fill in the blanks below to show which fractional portion is larger.** ____ $\frac{1}{4}$ ____ > ____ $\frac{1}{6}$ ____ **Use pictures to show how you know.**

Grade 4 Assessments

Pre-Test

Name_____

	Problems
☐**1** **1 Point**	**1. Write the following fraction as a decimal.** $3\frac{90}{100}$
☐**2** **1 Point**	**2. Look at this number: 4.12 Which of the following answers shows how this number is read?** **A. four and twelve hundredths** **B. forty-one and two hundredths** **C. four and twelve tenths** **D four hundred twelve**
☐**3a** **1 Point for array** ☐**3b** **1 Point answer and other method (2nd part of problem on next page)**	**3.** **Represent 13×12 using an array. Shadow in the answer.**  **(continued on next page)**

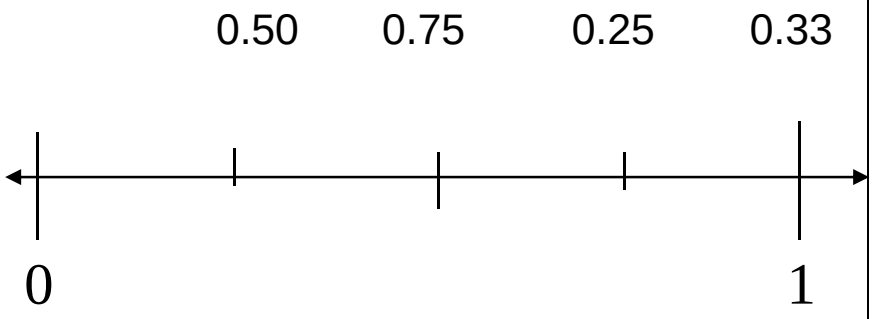
Pre-Test

Name_____

	Show one other method to find the product of 13X12.
☐**4** **1 Point**	**4. Lizzi ate 0 .55 of the small pizza. Her oldest brother ate 0.33 of another small pizza. Her younger brother ate 0.6 of a small pizza. Write the pizza servings in order from smallest to largest.**
☐**5a** **1 Point Answer** ☐**5b** **1 Point Justification**	**5. Marci has 1 $\frac{5}{8}$ cup of buttermilk. She has two recipes for biscuits; one that needs 1 $\frac{3}{4}$ cup; another that needs 1 $\frac{1}{2}$ cup of buttermilk. Which recipe should she use?** **Justify your answer.**

Pre-Test

Name_____

☐6 **1 Point**	**6. Place these decimals on the number line.** 
☐7a **1 Point Answer** ☐7b **1 Point Explanation**	**7. Carolyn needs to walk another 10 miles this week in order to meet her goal. Which of the following trails should she choose to walk in order to get closest to meeting her goal?** **A. The Boulder Trail 9.7 miles** **B. Five Falls Trail 9.90 miles** **C. Mountain Pass Trail 9. 09 miles** **D. Red Creek Trail 9.99 miles** **Explain your thinking.**

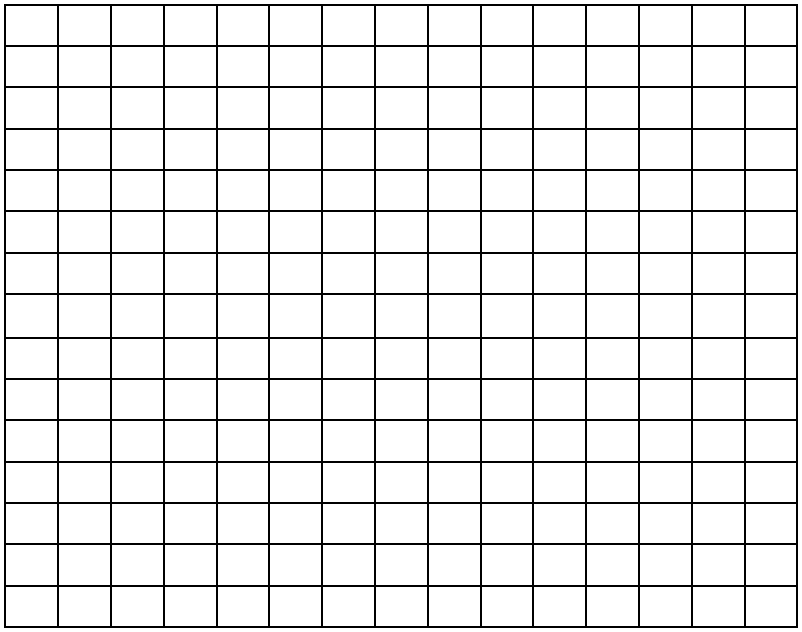
Pre-Test

Name_____

☐8 **1 Point**	**8. Select the decimal that would best represent the UNshaded portion of this bar.**  **A. 3.7** **B. 0.07** **C. 0.37** **D. 0.7**
/11 **Total Earned Points**	

Pre-Test SPANISH

Name: _____

	Problemas
☐1 **1 punto**	**1. Escribe la siguiente fracción como decimal.** $3\frac{90}{100}$
☐2 **1 punto**	**2. Mira este número: 4.12 ¿Cuál de las siguientes respuestas muestra cómo debe leerse este número?** **A. cuatro y doce centésimas** **B. cuarenta y uno con dos centésimas** **C. cuatro y doce décimas** **D cuatro cientos doce**
☐3a **1 punto para la matriz** ☐3b **1 punto respuesta y otro método. (próxima página)**	**3. Representa 13×12 en una matriz *(array)*. Sombrea tu respuesta.**  **(a continuación)**

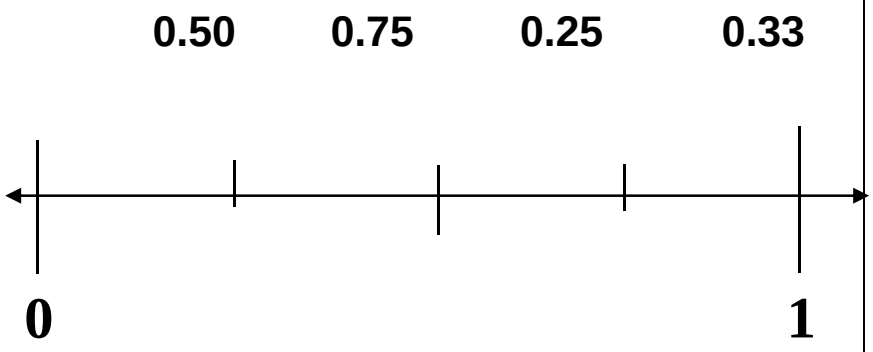
Pre-Test SPANISH

Name: _____

	Muestra un método más para encontrar el product de 13 X 12.
☐**4** **1 punto**	**4. Lizzi se comió 0.55 de una pizza pequeña. Su hermano mayor se comió 0.33 de otra pizza pequeña. Su hermano menor se comió 0.6 de otra pizza pequeña. Escribe las porciones de pizza que se comieron, en orden de menor a mayor.**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto justificación**	**5. Marci tiene** $1\frac{5}{8}$ **taza de leche dulce. Tiene 2 recetas para preparar galletas; una necesita** $1\frac{3}{4}$ **taza; otra necesita** $1\frac{1}{2}$ **taza de leche dulce. ¿Cuál de las recetas debería usar?** **Justifica tu respuesta.**

Pre-Test SPANISH

Name: _____

☐6 1 punto	**6. Sitúa estos decimales en la línea numérica:** 
☐7a **1 punto respuesta** ☐7b **1 punto explicación**	**7. Carolyn necesita caminar otras 10 millas esta semana para completar su objetivo. ¿Cuál de los siguientes caminos debería elegir para llegar lo más cerca posible a su objetivo?** **A. El Camino de Boulder 9.7 millas** **B. El Camino de Five Falls 9.90 millas** **C. El Camino de Mountain Pass 9. 09 millas** **D. El Camino de Red Creek 9.99 millas** **Explica tu manera de pensarlo.**

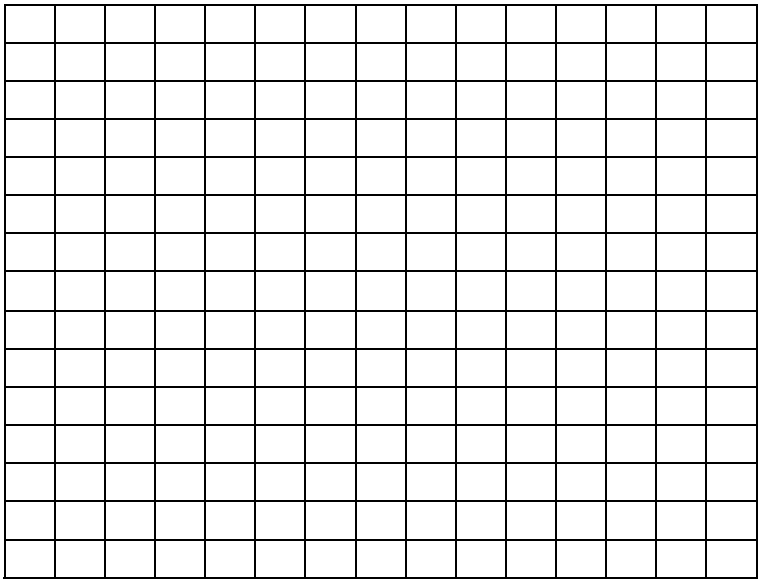
Pre-Test SPANISH

Name: _____

☐8 **1 punto**	**8. Selecciona el decimal que mejor representa la porción <u>NO</u> sombreada de la barra:**  **A. 3.7** **B. 0.07** **C. 0.37** **D. 0.7**
/11 **Puntos totales**	

Mid-test

Name: _____

	Problems
☐**1** **1 Point**	**1. Write the following fraction as a decimal.** $3\frac{09}{100}$
☐**2** **1 Point**	**2. Look at this number: 6.02 Which of the following answers show how this number is read?** **A. six and two tenths** **B. sixty and two hundredths** **C. six and two hundredths** **D. sixty-two hundredths**
☐**3a** **1 Point for Array** ☐**3b** **1 Point Answer and Other Method (on the next page)**	**3. Represent 14×11 using an array. Shade your answer.**  **(Problem continued on next page)**

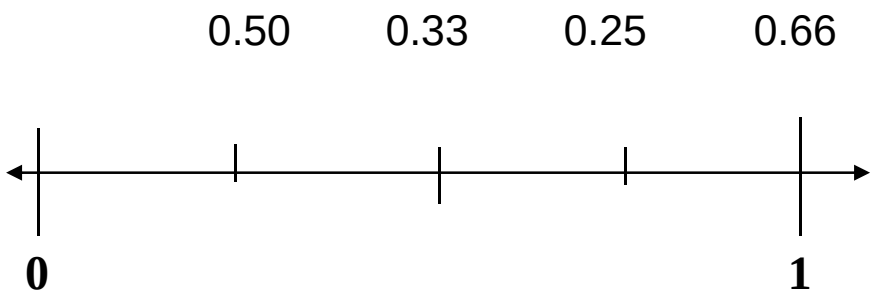
Mid-test

Name: _____

	Show one other method to find the product of 14 X 11.
☐**4** **1 Point**	**4. Lizzi ate 0 .60 of the small pizza. Her oldest brother ate 0.3 of another small pizza. Her younger brother ate 0.8 of a small pizza. Write the pizza servings in order from smallest to largest.** \
☐**5a** **1 Point Answer** ☐**5b** **1 Point Justification**	**5. Marci has** $1\frac{3}{8}$ **cup of buttermilk. She has two recipes for biscuits; one that needs** $1\frac{1}{4}$ **cup; another that needs 1** $\frac{3}{4}$ **cup of buttermilk. Which recipe should she use?** **Justify your answer.** \

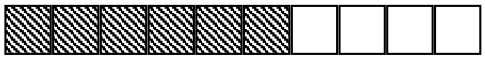
Mid-test

Name: _____

☐6 **1 Point**	**6. Place these decimals on the number line.** 
☐7a **1 Point Answer** ☐7b **1 Point Explanation**	**7. Carolyn needs to walk another 6 miles this week in order to meet her goal. Which of the following trails should she choose to walk in order to get closest to meeting her goal?** **A The Boulder Trail 5.90 miles** **B Five Falls Trail 5.7 miles** **C Mountain Pass Trail 5. 09 miles** **D Red Creek Trail 5.89 miles** **Explain your thinking.**

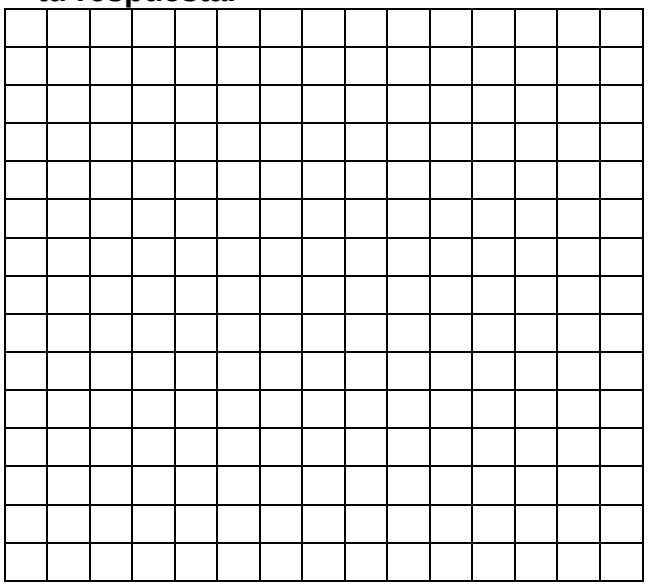
Mid-test

Name: _____

☐8a **1 Point**	**8. Select the decimal that would best represent the UNshaded portion of this bar.**  **A. 0 .04** **B 0.4** **C. 0.06** **D. 0.6**
/11 **Total Points**	

Mid-Test SPANISH

Name: _____

	Problemas
☐**1** **1 punto**	**1. Escribe la siguiente fracción como decimal:** $3\frac{09}{100}$
☐**2** **1 punto**	**2. Mira este número: 6.02** **¿Cuál de las siguientes respuestas muestra cómo debe leerse este número?** **A. Seis con dos décimas** **B. Sesenta con dos centésimas** **C. Seis con dos centésimas** **D. Sesenta y dos centésimas**
☐**3a** **1 punto la matriz** ☐**3b** **1 punto el trabajo (en la próxima página)**	**3. Representa 14×11 con una matriz *(array).* Sombrea tu respuesta.**  **(a continuación)**

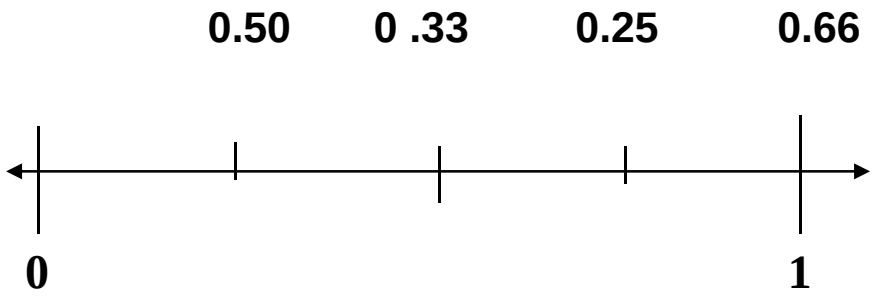
Mid-Test SPANISH

Name: _____

	Muesta un método más para encontrar el product de 14 X 11.
☐**4** **1 punto**	**4. Lizzi se comió 0 .60 de una pizza pequeña. Su hermano mayor se comió 0.3 de otra pizza pequeña. Su hermano menor se comió 0.8 de otra pizza pequeña. Escribe las porciones de pizza que se comieron, en orden de menor a mayor.**
☐**5a** **1 punto respuesta** ☐**5a** **1 punto justificación**	**5. Marci tiene** $1\frac{3}{8}$ **taza de leche dulce. Tiene 2 recetas** **Para preparar galletas; una necesita** $1\frac{1}{4}$ **taza; otra necesita** $1\frac{3}{4}$ **taza de leche dulce. ¿Cuál de las recetas debería usar? Justifica tu respuesta.**

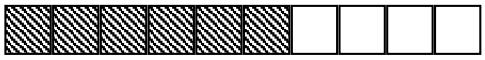
Mid-Test SPANISH

Name: _____

☐6 **1 punto**	**6. Sitúa estos decimales en la línea numérica:** 
☐7a **1 punto respuesta** ☐7b **1 punto explicación**	**7. Carolyn necesita caminar otras 6 millas esta semana para completar su objetivo. ¿Cuál de los siguientes caminos debería elegir para llegar lo más cerca posible a su objetivo?** **A El Camino de Boulder 5.90 miles** **B El Camino de Five Falls 5.7 miles** **C El Camino de Mountain Pass 5. 09 miles** **D El Camino de Red Creek 5.89 miles** **Explica tu manera de pensarlo.**

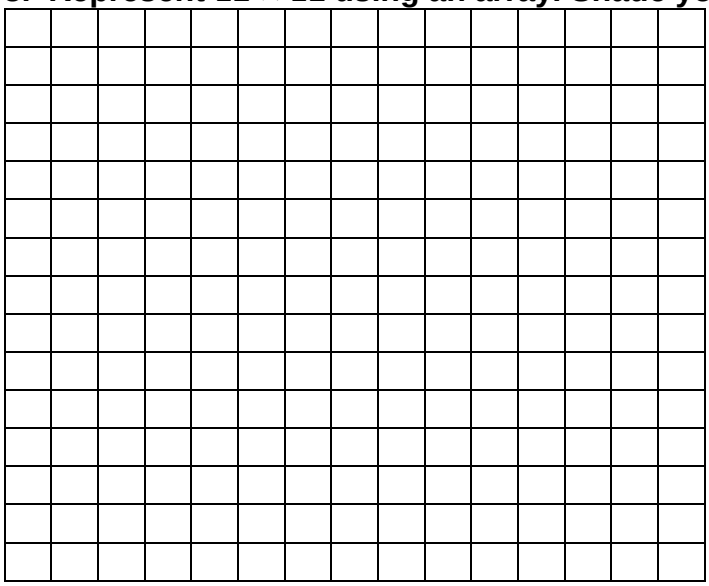
Mid-Test SPANISH

Name: _____

☐8 **1 punto**	**8. Selecciona el decimal que mejor representa la porción <u>NO</u> sombreada de la barra**  **A. 0 .04** **B 0.4** **C. 0.06** **D. 0.6**
/11 **Puntos totales**	

Post-test

Name: _____

	Problems
☐**1** **1 Point**	**1. Write the following fraction as a decimal.** $3\frac{7}{10}$
☐**2** **1 Point**	**2. Look at this number: 5.02** **Which of the following answers show how this number is read?** **A. fifty-two hundredths** **B. five and twenty hundredths** **C. five and two hundredths** **D five hundred two**
☐**3a** **1 Point for Array** ☐**3b** **1 Point Answer and other Method (continued on next page)**	**3. Represent 12×12 using an array. Shade your answer.**  **(Problem continues on next page.)**

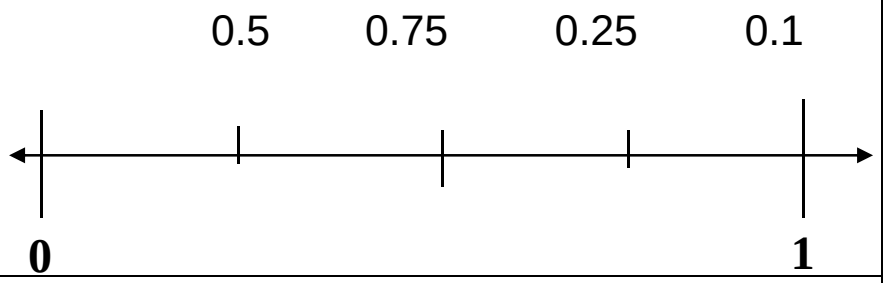
Post-test

Name: _____

	Show one other method to find the product of 12×12
☐**4** **1 Point**	**4. Lizzi ate 0 .75 of the small pizza. Her oldest brother ate 0.5 of another small pizza. Her younger brother ate 0.25 of a small pizza. Write the pizza servings in order from smallest to largest.**
☐**5a** **1 Point Answer** ☐**5b** **1 Point Justification**	**5. Marci has $1\frac{1}{2}$ cup of buttermilk. She has two recipes for biscuits; one that needs $1\frac{5}{8}$ cup; another that needs $1\frac{1}{3}$ cup of buttermilk. Which recipe should she use? Justify your answer.**

Post-test

Name: _____

☐6 **1 Point**	**6. Place these decimals on the number line.** 
☐7a **1 Point Answer** ☐7b **1 Point Explanation**	**7. Carolyn needs to walk another 3 miles this week in order to meet her goal. Which of the following trails should she choose to walk in order to get closest to meeting her goal?** **A The Boulder Trail 2.75 miles** **B Five Falls Trail 2.7 miles** **C Mountain Pass Trail 2. 09 miles** **D Red Creek Trail 2.9 miles** **Explain your thinking.**
☐8 **1 Point**	**8. Select the decimal that would best represent the shaded portion of this bar.**  **A. 3.7** **B. 0.3** **C. 0.37** **D. 0.07**
/11 **Total Earned Points**	

Post-Test **SPANISH**

Nombre: _____

	Problems
☐**1** **1 punto**	**1. Escribe la siguiente fracción como decimal:** $3\frac{7}{10}$
☐**2** **1 punto**	**2. Mira este número: 5.02** **¿Cuál de las siguientes respuestas muestra cómo debe leerse este número?** **A. Cincuenta y dos centésimas** **B. Cinco con veinte centésimas** **C. Cinco con dos centésimas** **D. Quinientos dos**
☐**3a** **1 punto para la matriz** ☐**3b** **1 punto la repuesta y otro método**	**3. Representa 12×12 usando una matriz *(array)*. Sombrea tu respuesta.**

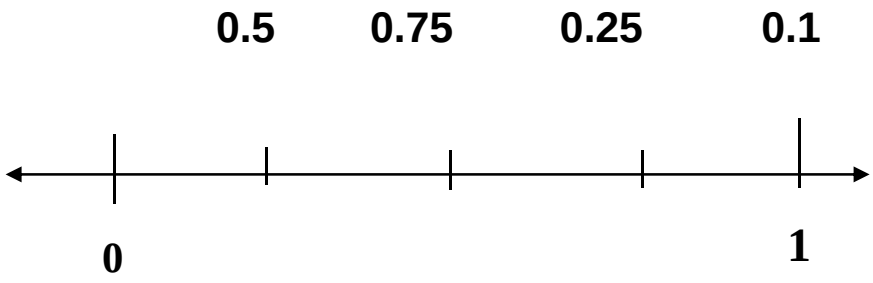
Post-Test **SPANISH**

Nombre: _____

	Muestra un método más para encontrar el producto de 12 X 12.
☐**4** **1 punto**	**4. Lizzi se comió 0 .75 de una pizza pequeña. Su hermano mayor se comió 0.5 de otra pizza pequeña. Su hermano menor se comió 0.25 de otra pizza pequeña. Escribe las porciones de pizza que se comieron, en orden de menor a mayor:**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto explicación**	**5. Marci tiene $1\frac{1}{2}$ tazas de leche dulce. Tiene 2 recetas para preparar galletas; una necesita $1\frac{5}{8}$ tazas; otra necesita $1\frac{1}{3}$ taza de leche dulce. ¿Cuál de las recetas debería usar?** **Justifica tu respuesta.**

Post-Test **SPANISH**

Nombre: _____

☐6 **1 punto**	**6. Sitúa estos decimales en la línea numérica:** 
☐7a **1 punto respuesta** ☐7b **1 punto explicación**	**7. Carolyn necesita caminar otras 3 millas esta semana para completar su objetivo. ¿Cuál de los siguientes caminos debería elegir para llegar lo más cerca posible a su objetivo?** **A El Camino de Boulder 2.75 millas** **B El Camino de Five Falls 2.7 millas** **C El Camino de Mountain Pass 2. 09 millas** **D El Camino de Red Creek 2.9 millas** **Explica tu manera de pensarlo.**

Post-Test **SPANISH**

Nombre: _____

☐8 **1 punto**	**8. Selecciona el decimal que mejor representa la porción sombreada de la barra:**  **A. 3.7** **B. 0.3** **C. 0.37** **D. 0.07**
/11 **Total Points**	

Fourth Grade

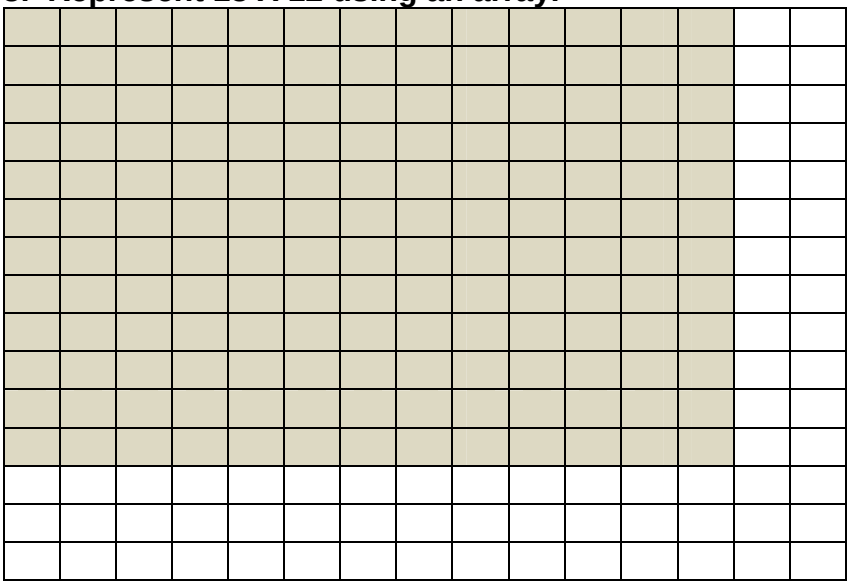
Assessment Record Sheet

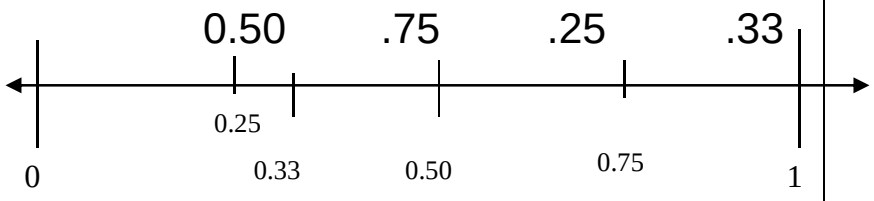
Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*	Notes
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

4th Grade

Pre-Test Teacher Instructions and Key

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems Points
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base-ten available 1 – 1 point answer	**1. Write the following fraction as a decimal.** $3\frac{90}{100}$ **ANSWER: 3.90** **If student writes 3.9, ask if s/he can tell you an equivalent fraction for 3.9 using hundredths. Award point.**
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base ten available .2 – One point answer	**2. Look at this number. 4.12 Which of the following answers shows how this number is read?** **A. four and twelve hundredths** **B. forty-one and two hundredths** **C. four and twelve tenths** **D four hundred twelve** **Answer: A**
3a – 1 point array 3b – 1 point correct answer and strategy	**3. Represent 13 X 12 using an array.**  **Show one other method to find the product.**

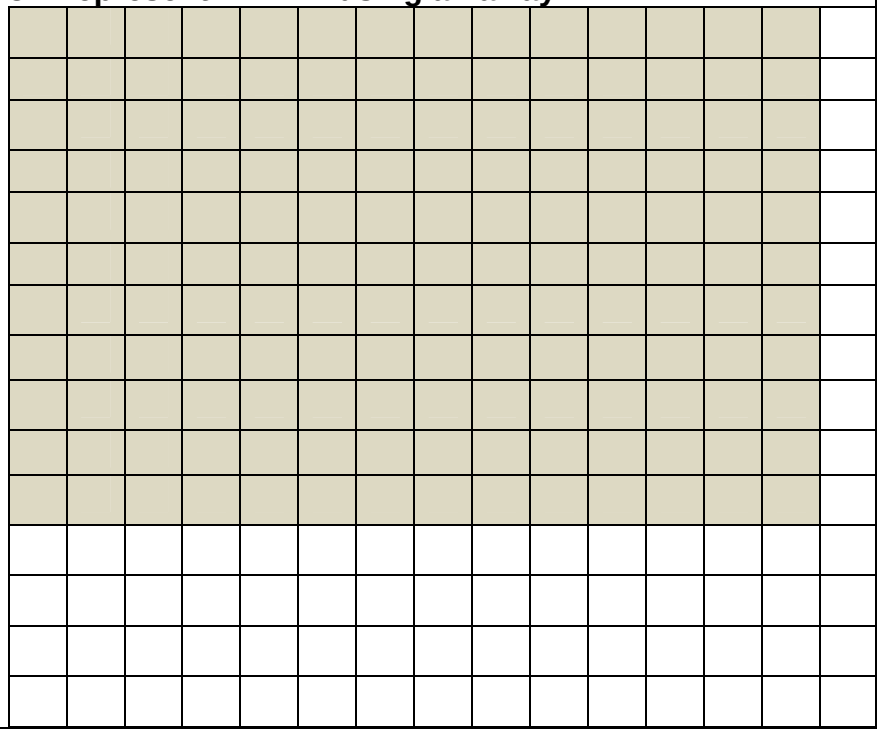
	ANSWER: 13 x 12 = 156. The array can be drawn to show 13 x 12 or 12 x 13 to be correct. For the second method, accept any appropriate method.
Decimals: Compare and Order decimals. **Needs:** • Base-ten available 4 – 1 point answer	**4. Lizzi ate 0 .55 of the small pizza. Her oldest brother ate 0.33 of another small pizza. Her younger brother ate 0.6 of a small pizza. Write the pizza servings in order from smallest to largest.** **ANSWER:** 0.33, 0.55, 0.6 older brother, Lizzi, younger brother ***Answer may be in numbers, or in the names of the children***
Decimals: Identify equivalent fractions. **Needs:** • Base-ten available 5a – 1 point answer 5b – 1 point explanation	**5. Marci has 1 5/8 cups of buttermilk. She has two recipes for biscuits; one that needs 1 3/4 cup; another that needs 1 1/2 cup of buttermilk. Which recipe should she use? Justify your answer.** **ANSWER: 1 1/2 cups** Student should be able to express that 1 5/8 is greater than 1 1/2, but less than 1 3/4; therefore she could only use the recipe needing 1 1/2 cups of buttermilk.
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 6 – 1 point answer	**6. Place these decimals on the number line.** 
Estimating fractions or decimals in problem situations. **Needs:** None 7a– 1 point answer	**7. Carolyn needs to walk another 10 miles this week in order to meet her goal. Which of the following trails should she choose to walk in o meeting her goal?** **A The Boulder Trail, 9.90 mile** **B. Five Falls Trail, 9.7 miles** **C. Mountain Pass Trail, 9. 09 m**

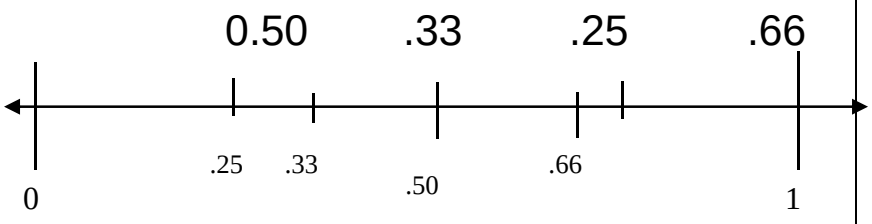
ANSWER: D

Red Creek is only 1 hundredth of a mile from 10 miles. The rest are farther from her goal.

7b – 1 point explanation	**D. Red Creek Trail, 9.99 miles** **Explain your thinking.**
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 8 - 1 point answer	**8. Select the decimal that would best represent the UNshaded portion of this bar.**  **A. 3.7** **B. 0.07** **C. 0.37** **D. 0.7** **ANSWER: D**

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

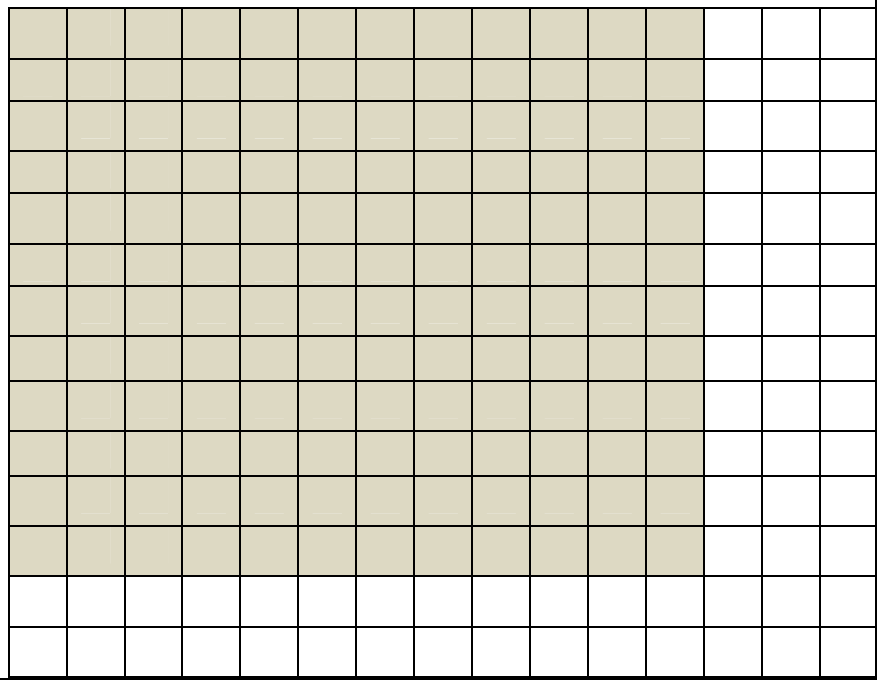
Objective/Needs	Problems Points
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base-ten available 1 – 1 point answer	**1. Write the following fraction as a decimal.** $3\frac{09}{100}$ **ANSWER: 3.09**
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base-ten available 2 – 1 point answer	**2. Look at this number. 6.02 Which of the following answers shows how this number is read?** **A. six and two tenths** **B. sixty and two hundredths** **C. six and two hundredths** **D sixty-two hundredths** **ANSWER: C** 1 point
3a – 1 point array 3b – 1 point work shown and strategy	**3. Represent 14 X 11 using an array.** 

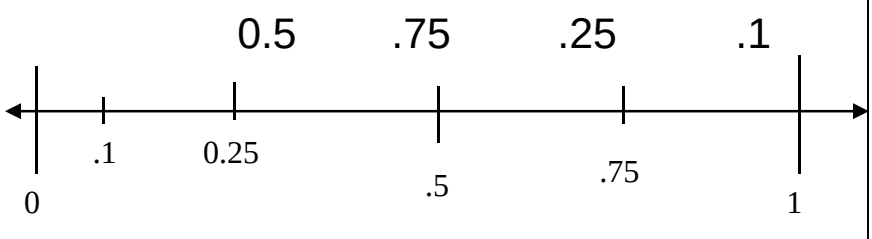
	Use one other method to find the product of 14 X 11. ANSWER: 14 x 11 = 154. The array can be drawn to show 14 x 11 or 11 x 14 to be correct. For the second method, accept any appropriate method.
Decimals: Compare and order decimals. **Needs:** • Base-ten available 4 – 1 point answer/strategy	**4. Lizzi ate 0 .60 of the small pizza. Her oldest brother ate 0.3 of another small pizza. Her younger brother ate 0.8 of a small pizza. Write the pizza servings in order from smallest to largest.** **ANSWER:** 0.3, 0.60 (or 0.6), 0.8 older brother, Lizzi, younger brother *Answer may be in numbers, or in the names of the children*
Decimals: Identify equivalent fractions. **Needs:** • Base-ten available 5a – 1 point answer 5b – 1 point justification	**5. Marci has 1 3/8 cups of buttermilk. She has two recipes for biscuits; one that needs 1 1/4 cup; another that needs 1 3/4 cups of buttermilk. Which recipe should she use? Justify your answer.** Answer: 1 ¼ Student should be able to express that 1 5/8 is greater than 1 1/2, but less than 1 3/4; therefore she could only use the recipe needing 1 1/2 cups of buttermilk.
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 6 – 1 point answer	**6. Place these decimals on the number line.** 
Estimating fractions or decimals in problem situations. **Needs:** None 7a – 1 point answer	**7. Carolyn needs to walk another 6 miles this week in order to meet her goal. Which of the following trails should she choose to walk in order to get closest to meet her goal?** **A The Boulder Trail, 5.90 miles** **B. Five Falls Trail, 5.7 miles** **C. Mountain Pass Trail, 5. 09 miles**

7b – 1 point explanation	**D. Red Creek Trail, 5.89 miles** **Explain your thinking.** **ANSWER: A** 5.90 is closer to 6 than any of the other choices.
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 8 – 1 point answer	**8. Select the decimal that would best represent the UNshaded portion of this bar.**  **A. 0 .04** **B 0.4** **C. 0.06** **D. 0.6** **Answer: B**

4th Grade Post-Test Teacher Instructions and Key

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Objective/Needs	Problems Points
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base-ten available 1 – 1 point answer	**1. Write the following fraction as a decimal.** $3\frac{7}{10}$ **ANSWER: 3.7**
Fractions to Decimals: Relate fractions to decimals. **Needs:** • Base-ten available . 2 – 1 point answer	**2. Look at this number. 5.02 Which of the following answers shows how this number is read?** **A. fifty-two hundredths** **B. five and twenty hundredths** **C. five and two hundredths** **D five hundred two** **ANSWER: C**
3a – 1 point array 3b – 1 point answer and other method	**3. Represent 12 X 12 using an array. Shade in your answer.** 

	Show one other method for finding the product of 12 X 12. ***Answre: 12 X 12 = 144. The array can only be drawn one way to show 12X12. For the second, method, accept any appropriate method.***
Decimals: Compare and order decimals. **Needs:** • Base-ten available 4 – 1 point answer	**4. Lizzi ate 0 .75 of the small pizza. Her oldest brother ate 0.5 of another small pizza. Her younger brother ate 0.25 of a small pizza. Write the pizza servings in order from smallest to largest**. **ANSWER:** 0.25, 0.50 (or 0.5), 0.75 younger brother, older brother, Lizzi *Answer may be in numbers, or in the names of the children.*
Decimals: Identify equivalent fractions. **Needs:** • Base-ten available .5a – 1 point answer 5b – 1 point explanation	**5. Marci has 1 ½ cups of buttermilk. She has two recipes for biscuits; one that needs 1 5/8 cup; another that needs 1 1/3 cup of buttermilk. Which recipe should she use? Justify your answer.** **ANSWER: 1 1/3** Student should be able to express that 1 5/8 is greater than 1 1/2, but less than 1 3/4; therefore she could only use the recipe needing 1 1/2 cups of buttermilk.
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 6 – 1 point answer	**6. Place these decimals on the number line.** 

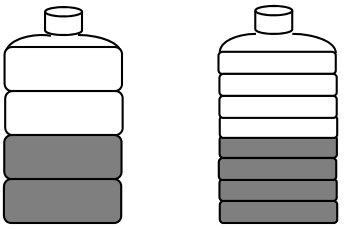
Estimating fractions or decimals in problem situations. **Needs:** None 7a 1 point answer 7b 1 point explanatioin	**7. Carolyn needs to walk another 3 miles this week in order to meet her goal. Which of the following trails should she choose to walk in order to get closest to meeting her goal?** **A The Boulder Trail, 2.75 miles** **B. Five Falls Trail, 2.7 miles** **C. Mountain Pass Trail, 2. 09 miles** **D. Red Creek Trail, 2.9 miles** **Explain your thinking.** **ANSWER: D** 2.9 is closer to 3 miles than any of the other distances.
Equivalent Fractions to Decimals: Compare models to symbols and/or number lines. **Needs:** None 8 – 1 point answer	**8. Select the decimal that would best represent the shaded portion of this bar.**  **A. 3.7** **B. 0.3** **C. 0.37** **D. 0.07** **ANSWER: B**

Grade 5 Assessments

Pre-Test

Name: _____

Pre-Test

☐1 **1 Point**	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  **First bottle** **Second bottle** **A.** $\frac{2}{4}+\frac{3}{8}=\frac{7}{8}$ **B.** $\frac{2}{4}+\frac{4}{8}=1$ **C.** $\frac{2}{4}+\frac{3}{8}=\frac{6}{6}$ **D.** $\frac{2}{4}+\frac{4}{5}=\frac{6}{9}$
☐2a **1 Point** **Answer** ☐2b **1 Point** **Strategy**	**2. Solve and show your work.** $\frac{1}{3}+\frac{2}{5}$

Pre-Test

Name: _____

☐3a 1 Point Answer ☐3b 1 Point Strategy	**3. Solve and show your work.** $\frac{5}{8} - \frac{1}{2}$
☐4 1 Point	**4. The Hernandez family drove 827.03 miles to their new home. On the first day they drove 406.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?**
☐5a 1 Point Answer ☐5b 1 Point Strategy	**5. Mr. Bonilla worked 42.8 hours this week when the weather was sunny. This is 12.09 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.**

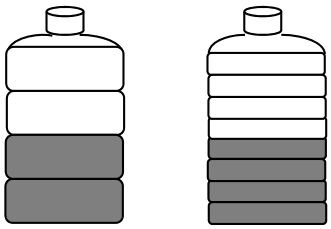
Pre-Test

Name: _____

☐6a **1 Point** **Answer** ☐6b **1 Point** **Strategy** ☐6c **1 Point** **Explanation**	**6. Esau prepared 3.25 cups of dough for his favorite pizza dough recipe. His father prepared 4 and one-fourth cups of pizza dough. How many cups did they prepare together?** **Show your work.** **ANSWER:** **Explain your strategy.**
/11 **Total Points**	

Pre Test **SPANISH**

Nombre: _____

☐**1** 1 punto	**1. Lupe va a combinar el líquido en estas dos botellas. ¿Cuál de las frases numéricas muestra el total?**  **Primera botella** **Segunda botella** **A.** $\frac{2}{4}+\frac{3}{8}=\frac{7}{8}$ **B.** $\frac{2}{4}+\frac{4}{8}=1$ **C.** $\frac{2}{4}+\frac{3}{8}=\frac{6}{8}$ **D.** $\frac{2}{4}+\frac{4}{5}=\frac{6}{9}$
☐2a 1 punto **respuesta** ☐2b punto **estrategia**	**2. Resuelve y muestra tu trabajo.** $\frac{1}{3}+\frac{2}{5}$

Pre Test **SPANISH**

Nombre: _____

☐**3a** **1 punto respuesta** ☐**3b** **1 punto estrategia**	**3. Resuelve y muestra tu trabajo.** $\frac{5}{8} - \frac{1}{2}$
☐**4a** **1 punto**	**4. La familia Hernández manejó 827.03 millas hasta su nuevo hogar. El primer día manejaron 406.09 millas. El segundo día manejaron el resto de la distancia. ¿Cuántas millas manejaron el segundo día?**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto estrategia**	**5. El Señor Bonilla trabajó 42.8 horas esta semana con clima soleado. Estas fueron 12.09 horas más de las que trabajó la semana pasada cuando llovió. ¿Cuántas horas trabajó durante la semana lluviosa?** Muestra tu trabajo.

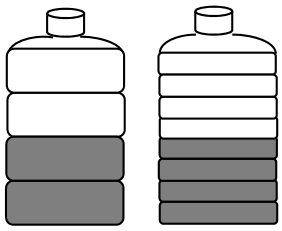
Pre Test **SPANISH**

Nombre: _____

☐**6a** **1 punto respuesta** ☐**6b** **1 punto extrategia** ☐**6c** **1 punto explicación**	**6. Esau preparó 3.25 tazas de masa para su receta favorita de masa para pizza. Su padre preparó 4 tazas y cuarto de masa para pizza. ¿Cuántas tazas de masa prepararon entre los dos?** Muestra tu trabajo RESPUESTA: Explica tu estrategia
/11 **Puntos totales**	

Mid-Test

Student: _____

☐1 **1 Point**	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  First bottle Second bottle A. $\frac{2}{4}+\frac{3}{8}=\frac{7}{8}$ B. $\frac{2}{4}+\frac{2}{8}=\frac{4}{12}$ C. $\frac{2}{4}+\frac{4}{8}=1$ D. $\frac{2}{3}+\frac{2}{5}=\frac{4}{15}$
☐2a **1 Point Answer** ☐2b **1 Point Strategy**	**2. Solve and show your work.** $\frac{2}{3}+\frac{1}{5}$

Mid-Test

Student: _____

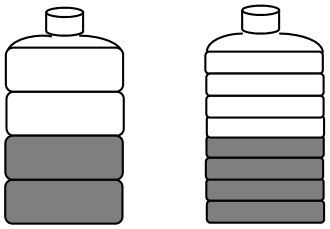
☐**3a** **1 Point Answer** ☐**3b** **1 Point Strategy**	**3. Solve and show your work.** $\frac{7}{8} - \frac{1}{4}$
☐**4a** **1 Point**	**4. The Hernandez family drove 629.3 miles to their new home. On the first day they drove 246.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?**
☐**5a** **1 Point Answer** ☐**5b** **1 Point Strategy**	**5. Mr. Bonilla worked 39.87 hours this week when the weather was sunny. This is 21.69 hours more than he worked last week when it rained. How many hours did he work during the rainy week?** Show your work.

Student: _____

☐**6a** **1 Point Answer** ☐**6b** **1 Point Strategy** **6c** ☐**1 Point Explanation**	**6. Esau prepared 3.75 cups of dough for his favorite pizza dough recipe. His father prepared 4 and a half cups of pizza dough. How many cups did they prepare together?** Show your work. ANSWER: Explain your strategy.
/11 **Total Points**	

Mid-Test SPANISH

Student: _____

☐1 1 punto	**1. Lupe va a combinar el líquido en estas dos botellas ¿Cuál de las frases numéricas muestra el nuevo total?**  **Primera botella** **Segunda botella** A. $\frac{2}{4}+\frac{3}{8}=\frac{7}{8}$ B. $\frac{2}{4}+\frac{2}{8}=\frac{4}{12}$ C. $\frac{2}{4}+\frac{4}{8}=1$ D. $\frac{2}{3}+\frac{2}{5}=\frac{4}{15}$
☐**2a** **1 punto respuesta** ☐**2b** **1 punto estrategia**	**2. Resuelve y muestra tu trabajo:** $\frac{2}{3}+\frac{1}{5}$

Mid-Test SPANISH

Student: _____

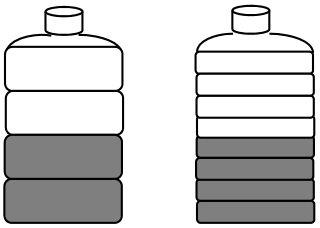
☐**3a** **1 punto respuesta** ☐**3b** **1 punto estrategia**	**3. Resuelve y muestra tu trabajo:** $\frac{7}{8} - \frac{1}{4}$
☐**4** **1 punto**	**4. La familia Hernández manejó 629.3 millas hasta su nuevo hogar. El primer día manejaron 246.09 millas. El segundo día manejaron el resto de la distancia. ¿Cuántas millas manejaron el segundo día?**
☐**5a** **1 punto respuesta** ☐**5b** **1 punto estrategia**	**5. El Señor Bonilla trabajó 39.87 horas esta semana con clima soleado. Estas fueron 21.69 horas más de las que trabajó la semana pasada cuando llovió. ¿Cuántas horas trabajó durante la semana lluviosa?** **Muestra tu trabajo**

Student: _____

☐**6a** **1 punto respuesta** ☐**6b** **1 punto estrategia** ☐**6c** **1 punto explicación**	**6. Esau preparó 3.75 tazas de masa para su receta favorita de masa para pizza. Su padre preparó 4 tazas y media de masa para pizza. ¿Cuántas tazas de masa prepararon entre los dos?** **Muestra tu trabajo.** RESPUESTA: Explica tu estrategia.
/11 **Puntos totales**	

Post-Test

Name: _____

1 1 Point	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  First bottle Second bottle A. $\frac{2}{4}+\frac{4}{8}=1$ B. $\frac{1}{4}+\frac{5}{8}=\frac{6}{12}$ C. $\frac{1}{3}+\frac{5}{7}=\frac{6}{10}$ D. $\frac{1}{3}+\frac{2}{5}=\frac{10}{15}$
☐2a 1 Point **Answer** ☐2b 1 Point **Strategy**	**2. Solve and show your work.** $\frac{1}{2}+\frac{4}{5}$

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Post-Test

Name: _____

☐3a **1 Point** **Answer** ☐3b **1 Point** **Strategy**	**3. Solve and show your work.** $\frac{5}{6} - \frac{1}{3}$
☐4 **1 Point**	**4. The Hernandez family drove 770.5 miles to their new home. On the first day they drove 346.82 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?**
☐5a **1 Point** **Answer** ☐5b **1 Point** **Strategy**	**5. Mr. Bonilla worked 32.89 hours this week when the weather was sunny. This is 19.9 hours more than he worked last week when it rained. How many hours did he work during the rainy week?** **Show your work.**

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Post-Test

Name: _____

☐**6a** **1 Point** **Answer** ☐**6b** **1 Point** **Strategy** ☐**6c** **1 Point** **Explanation**	**6. Esau prepared 4.5 cups of dough for his favorite pizza dough recipe. His father prepared 5 and three-fourths cups of pizza dough. How many cups did they prepare together?** Show your work. ANSWER: Explain your strategy:
/11 **Total Points**	

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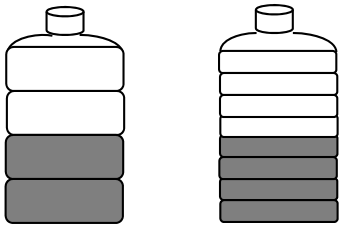
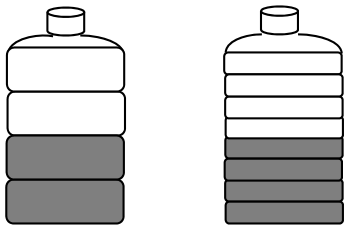
☐1 **1 punto**	**1. Lupe va a combinar el líquido en estas dos botellas ¿Cuál de las frases numéricas muestra el total?**  **Primera botella** **Segunda botella** A. $\frac{2}{4}+\frac{4}{8}=1$ B. $\frac{1}{4}+\frac{5}{8}=\frac{6}{12}$ C. $\frac{1}{3}+\frac{5}{7}=\frac{6}{10}$ D. $\frac{1}{3}+\frac{2}{5}=\frac{10}{15}$
☐2a **1 punto respuesta** ☐2b **1 punto estrategia**	**2. Resuelve y muestra tu trabajo:** $\frac{1}{2}+\frac{4}{5}$

☐3a 1 punto respuesta ☐3b 1 punto estrategia	**3. Resuelve y muestra tu trabajo.** $\frac{5}{6} - \frac{1}{3}$
☐**4a** **1 punto**	**4. La familia Hernández manejó 770.5 millas hasta su nuevo hogar. El primer día manejaron 346.82 millas. El segundo día manejaron el resto de la distancia. ¿Cuántas millas manejaron el segundo día?**
☐**5a** **1 punto** **respuesta** ☐**5b** **1 punto** **estrategia**	**5. El Señor Bonilla trabajó 32.89 horas esta semana con clima soleado. Estas fueron 19.9 horas más de las que trabajó la semana pasada cuando llovió. ¿Cuántas horas trabajó durante la semana lluviosa?** **Muestra tu trabajo**

☐**6a** **1 punto respuesta** ☐**6b** **1 punto estrategia** ☐**6c** **1 punto explicación**	**6. Esau preparó 4.5 tazas de masa para su receta favorita de masa para pizza. Su padre preparó 5 tazas y media de masa para pizza. ¿Cuántas tazas de masa prepararon entre los dos?** **Muestra tu trabajo** **RESPUESTA:** **Explica tu estrategia.**
/11 **Puntos totales**	

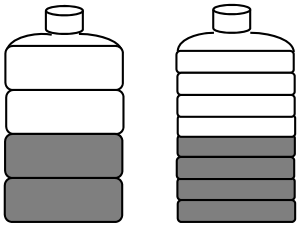
Fifth Grade Assessment Record Sheet

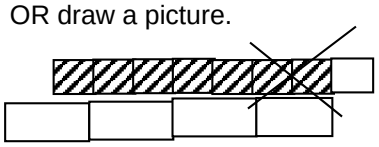
Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*	Notes
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

Objective/Needs	Problem Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.
Developing an understanding of and fluency with addition of fractions: Models and algorithms 1 – 1 point answer	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  **First bottle** **Second bottle** **A. 2/4 + 3/8 = 7/8** **B. 2/4 + 4/8 = 1** **C. 2/4 + 2/8 = 6/8** **D. 2/4 + 4/5 =6/9** Answer: B
Developing an understanding of and fluency with addition of fractions: Models and algorithms 2a – 1 point answer 2 b – 1 point strategy	**2. Solve and show your work.** $\frac{1}{3}+\frac{2}{5}$ **ANSWER: 11/15** Find common denominator arithmetically. Drawings, though acceptable, would be difficult at best.
Developing an understanding of and fluency with subtraction of fractions: Models and algorithms 3a – 1 point answer	**3. Solve and show your work.** $\frac{5}{8}-\frac{1}{2}$ **ANSWER: 1/8** Find common denominator OR use the picture method OR use the number line.

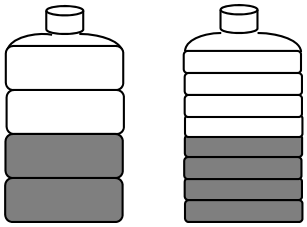
3b – 1 point strategy	
Developing an understanding of and fluency with addition of decimals: CGI – Part-Part Whole 4 – 1 point answer	**4. The Hernandez family drove 827.03 miles to their new home. On the first day they drove 406.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?** **ANSWER: 420.94 miles** **827.03 – 406.09**
Developing an understanding of and fluency with subtraction of decimals: Model and/or algorithm CGI – Compare Referent Unknown 5a – 1 point answer 5b – 1 point strategy	**5. Mr. Bonilla worked 42.8 hours this week when the weather was sunny. This is 12.09 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.** **ANSWER: 30.71 hours** 42.8 – 12.09
Developing an understanding of and fluency with standard procedures: Using algorithm 6a – 1 point answer 6b – 1 strategy 6c – 1 point solution	**6. Esau prepared 3.25 cups of dough for his favorite pizza dough recipe. His father prepared 4 and one-fourth cups of pizza dough. How many cups did they prepare together?** **Show your work.** **Explain your strategy.** **ANSWER: 7.5 or 7 1/2 cups** Students may add decimals or fractions for this problem.

5th Grade Mid-test Teacher Instructions and Key

Objective/Needs	Problem Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.
Developing an understanding of and fluency with addition of fractions: Models and algorithms 1 point answer	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  **First bottle** **Second bottle** **A. 2/4 + 3/8 = 7/8** **B. 2/4 + 2/8 = 4/12** **C. 2/4 + 4/8 = 1** **D. 2/3 + 2/5 =4/15** **ANSWER: C**
Developing an understanding of and fluency with addition of fractions: Models and algorithms 2a – 1 point answer 2b – 1 point strategy	**2. Solve and show your work.** $\frac{2}{3}+\frac{1}{5}$ **ANSWER: 13/15** Find common denominators. Although pictures are acceptable, they are hard to draw with these denominators.

Developing an understanding of and fluency with subtraction of fractions: Models and algorithms 3a – 1 point answer 3b – 1 point strategy	**3. Solve and show your work** $\frac{7}{8} - \frac{1}{4}$ **ANSWER: 5/8** Find common denominators and subtract OR draw a picture. 
Developing an understanding of and fluency with addition of decimals. CGI – Part-Part Whole 4 – 1 point answer	**4. The Hernandez family drove 629.3 miles to their new home. On the first day they drove 246.09 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?** **ANSWER: 383.21 miles** 629.3 – 246.09
Developing an understanding of and fluency with subtraction of decimals: Model and/or algorithm CGI – Compare Referent Unknown 5a – 1 point answer 5b – 1 point strategy	**5. Mr. Bonilla worked 39.87 hours this week when the weather was sunny. This is 21.69 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.** **ANSWER: 18.18 hours** 39.87 – 21.69
Developing an understanding of and fluency with standard procedures: Using algorithm 6a – 1 point answer 6b – 1 piont strategy 6c – 1 point explanation	**6. Esau prepared 3.75 cups of dough for his favorite pizza dough recipe. His father prepared 4 and a half cups of pizza dough. How many cups did they prepare together?** **Show your work.** **ANSWER: 8.25 cups** **Explain your strategy** Students find the sums of either decimals or fractions. Explanation: Students need to write an evaluation with complete sentences that accurately reflects the strategy used.

5th Grade Post-test Teacher Instructions and Key

Objective/Needs	Problem Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.
Developing an understanding of and fluency with addition of fractions: Models and algorithms 1 – 1 point answer	**1. Lupe is going to combine the liquid in these two bottles. Which number sentence shows how much she will have?**  **First bottle** **Second bottle** **A. 2/4 + 4/8 = 1** **B. 1/4 + 5/8 = 6/12** **C. 1/3 + 5/7 = 6/10** **D. 1/3 + 2/5 =10/15** **Answer: A**
Developing an understanding of and fluency with addition of fractions: Models and algorithms 2a 1 point answer 2b 1 point strategy	**2. Solve and show your work.** $\frac{1}{2}+\frac{4}{5}$ **ANSWER: 13/10 or 1 3/10** **NOTICE: This problem does NOT require that the students simplify the fraction to mixed number. Either answer is correct.** Find common denominator or draw picture.

Developing an understanding of and fluency with subtraction of fractions: Models and algorithms 3 – 1 point answer	**3. Solve and show your work.** $\frac{5}{6} - \frac{1}{3}$ Answer: 3/6. Note: This problem does not requires the student to reduce the fraction. 3/6 or ½ are both correct. Find common denominator or draw a picture.
Developing an understanding of and fluency with addition of decimals: CGI – Part-Part Whole 4 – 1 point answer	**4. The Hernandez family drove 770.5 miles to their new home. On the first day they drove 346.82 miles. They drove the rest of the distance on the second day. How many miles did they drive on the second day?** Answer: 423.68 miles 770.5 – 346.82 = 423.68
Developing an understanding of and fluency with subtraction of decimals: Model and/or algorithm CGI – Compare Referent Unknown 5a – 1 point answer 5b – 1 point strategy	**5. Mr. Bonilla worked 32.89 hours this week when the weather was sunny. This is 19.9 hours more than he worked last week when it rained. How many hours did he work during the rainy week? Show your work.** **ANSWER: 12.99 hours** 32.89 – 19.9
Developing an understanding of and fluency with standard procedures: Using algorithm and continues.	**6. Esau prepared 4.5 cups of dough for his favorite pizza dough recipe. His father prepared 5 and three-fourths cups of pizza dough. How many cups did they prepare together?** **Show your work.** **ANSWER:** 10.25 cups

6a – 1 point answer 6b – 1 point strategy 6c – 1 point explanation	5.75 + 4.5 or find the fractional sum. Explanation: Students should write an evaluation with complete sentences that accurately reflects the strategy used.

Grade 6 Assessments

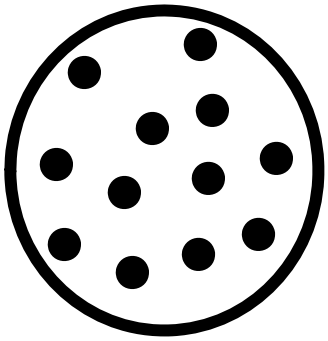
Pre-Test

Name: _____

☐1 **1 Point**	**1. There are 4 quarters in dollar. Which proportion could be used to convert 25 dollars into quarters?** **A.** $\frac{4}{25} = \frac{x}{25}$ **B.** $\frac{1}{4} = \frac{x}{25}$ **C.** $\frac{25}{1} = \frac{4}{x}$ **D.** $\frac{4}{1} = \frac{x}{25}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 33% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** Show your work.

Pre-Test

Name: _____

☐3a **1 Point** **Fractional Part** ☐3b **1 Point** **Percentage** ☐3c **1 Point** **Explanation**	**3. Ella and 3 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the friends receive?** **What percent of the pizza did each of the friends receive?** Explain your strategy for finding the percent.
☐4 **1 Point**	**4. Mrs. Cantu paid $200 for a hotel room when she stayed in New York City. If the hotel tax was 15%, how much tax did she pay?** Show your work.

Pre-Test

Name: _____

☐5 **1 Point**	**5. Katrina hit home runs an average ratio of 1:4 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?** Show your work.
☐6 **1 Point**	**6. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate?** Show your work. 

Pre-Test

Name: _____

☐**7a** **1 Point** **Answer** ☐**7b** **1 Point** **Strategy**	**7. Margo put $225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** Show your strategy.
☐**8** **1 Point**	**8. Elliot's lunch bill was $9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.**
/11 **Total Points**	

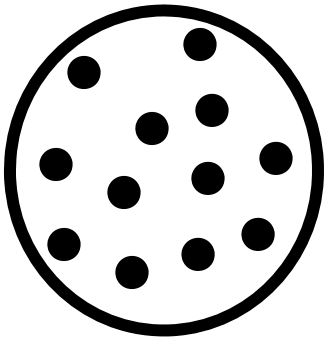
Pre-Test SPANISH

Name: _____

☐1 **1 punto**	**1. Hay 4 “quarters” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “quarters”?** **A.** $\frac{4}{25} = \frac{x}{25}$ **B.** $\frac{1}{4} = \frac{x}{25}$ **C.** $\frac{25}{1} = \frac{4}{x}$ **D.** $\frac{4}{1} = \frac{x}{25}$
☐2 **1 punto**	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 33% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** Muestra tu trabajo.

Pre-Test SPANISH

Name: _____

☐**3a** **1 punto parte fraccionaria** ☐**3a** **1 punto porcentaje** ☐**3b** **1 punto explicación**	**3. Ella y 3 amigos compartieron la pizza abajo.**  **¿Qué parte fraccionaria recibió cada uno de los amigos?** **¿Qué porcentaje de la pizza recibió cada uno de los amigos?** Explica tu estrategia para encontrar el porcentaje.
☐**4** **1 punto**	**4. La Sra. Cantu pagó $200 por una habitación cuando viajó a la ciudad de Nueva York. Si pagó un impuesto hotelero de 15%, ¿cuánto impuesto pagó?** Muestra tu trabajo.

Pre-Test SPANISH

Name: _____

☐5 1 punto	**5. Katrina batea un jonrón una relación promedia *(average ratio)* de 1:4 veces cuando batea. Usando esa relación, si batea 20 veces, ¿cuántos jonrones se espera que va a batear?** Muesta tu trabajo.
☐6 1 punto	**6. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por 2 libras de peras a ese precio?** **Muestra tu trabajo.** ¡Especial de Hoy! Peras 6 libras por $4 

 **Pre-Test SPANISH**

Name: _____

☐**7a** **1 punto respuesta** ☐**7b** **1 puntos estrategia**	**7. Margo depositó $225 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?** Muestra tu estrategia.
☐8 1 punto	**8. La cuenta de la comida de Elliott fue de $9.95 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** Muestra tu trabajo.
_____/11___ **Total Points**	

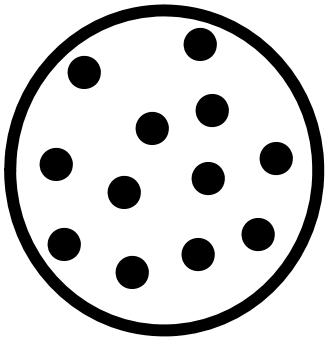
Mid-Test

Name: _____

☐1 **1 Point**	**1. There are 20 nickels in a dollar. Which proportion could be used to convert 25 dollars into nickels?** **A** $\frac{20}{1}=\frac{25}{x}$ **B** $\frac{20}{1}=\frac{x}{25}$ **C** $\frac{25}{1}=\frac{20}{x}$ **D** $\frac{25}{x}=\frac{1}{20}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 75% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** Show your work.

Mid-Test

Name: _____

☐3a 1 Point Fractional part ☐3b 1 Point percentage ☐3c 1 Point explanation	**3. Ella and 2 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the friends receive?** **What percent of the pizza did each of the friends receive?** Explain your strategy to find the percent.
☐4 1 Point	**4. Mrs. Cantu paid a $150 for a hotel room when she stayed in Chicago, IL. If the hotel tax was 16%, how much tax did she pay?**

Mid-Test

Name: _____

☐5 **1 Point**	**5. Katrina hit home runs an average ratio of 2:3 times at bat. Using that ratio, if she batted 15 times, how many home runs would she be expected to hit?**
☐6 **1 Point**	**6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate?** **Show your work.** Today's Special! Pears 5 pounds for $2 

Name: _____

☐7a 1 Point Answer ☐7b 1 Point Strategy	**7. Margo put $125 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** Show your strategy.
☐8 1 Point	**8. Elliot's lunch bill was $8.50 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip?** Show your work.
/11 Total Points	

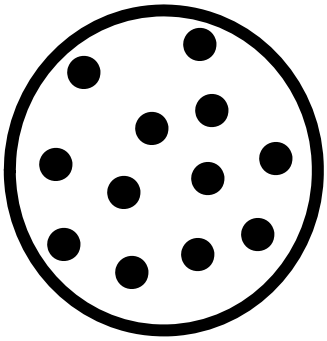
Mid-Test SPANISH

Name: _____

☐1 **1 punto**	**1. Hay 20 “nickels” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “nickels”?** **A** $\frac{20}{1}=\frac{25}{x}$ **B** $\frac{20}{1}=\frac{x}{25}$ **C** $\frac{25}{1}=\frac{20}{x}$ **D** $\frac{25}{x}=\frac{1}{20}$
☐2 **1 punto**	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 75% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** Muestra tu trabajo.

Mid-Test SPANISH

Name: _____

☐**3a** **1 punto** **parte fraccionaria** ☐**3b** **1 punto** **porcentaje** ☐**3c** **1 punto** **explicación**	**3. Ella y dos amigas compartieron la pizza abajo.**  **¿Qué parte fraccionaria recibió cada uno de los amigos?** **¿Qué porcentaje de la pizza recibió cada uno de los amigos?** Explica tu estrategia para encontrar el porcentaje.
☐**4** **1 punto**	**4. La Sra. Cantu pagó $150 por una habitación cuando visitó Chicago. Si pagó un impuesto hotelero de 16%, ¿cuánto impuesto pagó?** Muestra tu trabajo.

Name: _____

☐5 1 punto	**5. Katrina batea un jonrón una relación promedia *(average ratio)* de 2:3 veces cuando batea. Usando esa relación, si batea 15 veces, ¿cuántos jonrones se espera que va a batear?** Muesta tu trabajo.
☐6 1 punto	**6. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por una libra de peras a ese precio?** Muestra tu trabajo. ¡Especial de Hoy! Peras 5 libras por $2 

Name: _____

☐**7a** **1 punto respuesta** ☐**7b** **1 puntos estrategia**	**7. Margo depositó $125 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?** Muestra tu estrategia.
☐**8** **1 punto**	**8. La cuenta de la comida de Elliott fue de $8.50 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** Muestra tu trabajo.
_____/11 **Total Points**	

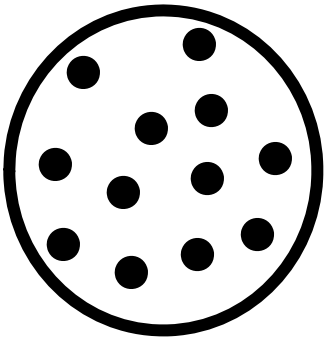
Post-Test

Name: _____

☐1 **1 Point**	**1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?** **A** $\frac{10}{1} = \frac{x}{25}$ **B** $\frac{10}{1} = \frac{25}{x}$ **C** $\frac{25}{1} = \frac{10}{x}$ **D** $\frac{x}{25} = \frac{1}{10}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** **Show your work.**

Post-Test

Name: _____

☐3a 1 Point Fractional Part ☐3b 1 Point Percentage ☐3c 1 Point Explanation	**3. Ella and 9 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the friends receive?** **What percent of the pizza did each of the friends receive?** Explain your strategy for finding the percent.
☐4 1 Point	**4. Mrs. Cantu paid $90 for a hotel room when she stayed in Helena, MT. If the hotel tax was 7%, how much tax did she pay?**

Post-Test

Name: _____

☐5 **1 Point**	**5. Katrina hit home runs an average ratio of 3:5 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?**
☐6 **1 Point**	**6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate?** Show your work. **Today's Special!** **Pears** **6 pounds for $4** 

Post-Test

Name: _____

☐**7a** **1 Point** **Answer** ☐**7b** **1 Point** **Strategy**	**7. Margo put $175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** Explain your strategy for solving the problem.
☐**8** **1 Point**	**8. Elliot's lunch bill was $7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip?** Show your work.
_____**/11**___ **Total Points**	

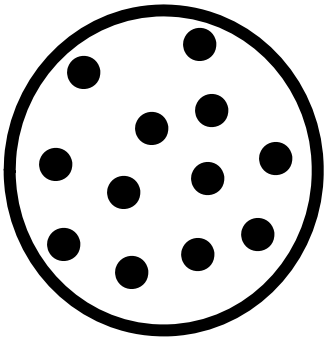
Post-Test SPANISH

Nombre: _____

☐1 **1 punto**	**1. Hay 10 “dimes” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “dimes”?** **A** $\frac{10}{1} = \frac{x}{25}$ **B** $\frac{10}{1} = \frac{25}{x}$ **C** $\frac{25}{1} = \frac{10}{x}$ **D** $\frac{x}{25} = \frac{1}{10}$
☐2 **1 punto**	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 25% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** Muestra tu trabajo.

Post-Test SPANISH

Nombre: _____

☐**3a** **1 punto parte fraccionaria** ☐**3b** **1 punto porcentaje** ☐**3c** **1 punto explicación**	**3. Ella y 9 amigas compartieron la pizza abajo.**  **¿Qué parte fraccionaria recibió cada uno de las amigas?** **¿Qué porcentaje de la pizza recibió cada una de las amigas?** Explica tu estrategia para encontrar el porcentaje.
☐**4** **1 punto**	**4. La Sra. Cantu pagó $90 por una habitación cuando visitó Helena, Montana. Si pagó un impuesto hotelero de 7%, ¿cuánto impuesto pagó?** Muestra tu trabajo.

Post-Test SPANISH

Nombre: _____

☐5 **1 punto**	**5. Katrina batea un jonrón una relación promedia *(average ratio)* de 3:5 veces cuando batea. Usando esa relación, si batea 20 veces, ¿cuántos jonrones se espera que va a batear?** Muesta tu trabajo.
☐6 **1 punto**	**6. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por una libra de peras a ese precio?** Muestra tu trabajo. ¡Especial de Hoy! Peras 6 libras por $4 

Post-Test SPANISH

Nombre: _____

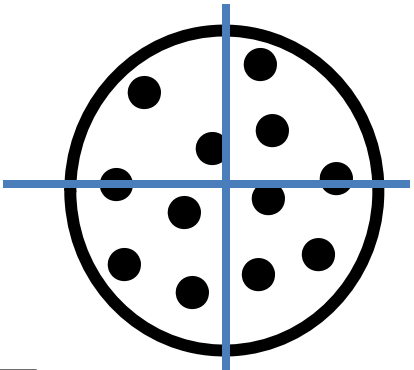
☐**7a** **1 punto respuesta** ☐**7b** **1 punto estrategia**	**7. Margo depositó $175 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?** Muestra tu estrategia.
☐**8** **1 punto**	**8. La cuenta de la comida de Elliott fue de $7.25 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** Muestra tu trabajo.
_____/11__ **Total Points**	

6th Grade Assessment Record Sheet

Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Mid-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11
	11	11	11

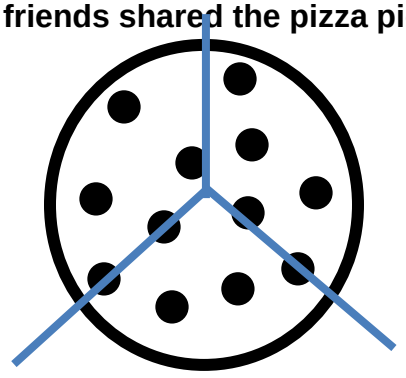
6th Grade Pre-Test Teacher Instructions and Key

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer."

Objective/Needs	Problems
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 1 – 1 point answer	**1. There are 4 quarters in dollar. Which proportion could be used to convert 25 dollars into quarters?** **A 4/25= x/25** **B 1/4 = x/25** **C 25/1 = 4/x** **D 4/1 = x/25** **ANSWER: D** Students might label each portion of the ratio to check to see that relationships are correct.
Number Operations Algebra and Geometry: Percent problem **2 – 1 point answer**	**2. Mr. Sanchez bought a bag of seed. He planted 33% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work** **ANSWER: 18.75, 18.8, or 18.9 pounds depending on strategy** X – (.33x) = 12.5 OR .66x = 12.5 OR 2/3x = 12.5 OR picture x | 12.5 X = 1/3 of the bag 12.5 = 2/3 of the bag. By dividing 12.5 in HALF I'll know the amount in each third of the bag.
3a – 1 point fractional part 3b – 1 point percentage 3c - explanation	**3. Ella and 3 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the friends receive? ¼** **1 point**

	What percent of the pizza did each of the friends receive? 25% **1 point** **Explain your strategy for finding the percent.** **Sample strategy: I know that ¼ equals 25%.** **Sample strategy: $100 \div 4 = 25$** **1 point**
4 – 1 point answer/strategy The student must have the correct answer and show the strategy to get the pint.	**4. Mrs. Cantu paid $200when she stayed in New York City. If she paid a hotel tax of 15%, how much tax did she pay?** **Show your work.** **ANSWER: $30** **200 X.15 = 30**
5 – 1 point answer The students needs both the correct answer and strategy to earn the point.	**5. Katrina hit home runs an average ratio of 1:4 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?** **Show your work.** **ANSWER: 5 times** **1:4 = X:20** **1X5: 4X5 = 5:20**
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 6 – 1 point answer	**6. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate? Show** Today's Special! Pears 6 pounds for $4  **ANSWER: $1.33 or $1.32** 4 divided 6 = .66 (unit price) 2 x .66 = $1.32 OR .33 x $4 = $1.32 (since 2 pounds is 1/3 of 6 pounds) OR 4 divided by 3 (the "whole" is $4. To find each third, divide by 3)

Number Operations Algebra and Geometry: Percent problem 7a – 1 point answer 7b – 1 point answer	**7. Margo put $225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** **Show your strategy.** **ANSWER: $236.25** **225 + (.05)(225) = total in account at end of year**
Number Operations Algebra and Geometry: Percent problem 8 – 1 point answer The students needs both the correct answer and strategy to earn the point.	**8. Elliot's lunch bill was $9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $11.43 or $11.44** 9.95 + (.15)(9.95) = total in account at end of year OR tip is 10% which is .99 and 5% which is .49. Find sum and add to 9.95

Objective/Needs	Problems Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. **1 – 1 point answer**	**1. There are 20 nickels in a dollar. Which proportion could be used to convert 25 dollars into nickels?** **ANSWER: B** Students might label each portion of the ratio to check to see that relationships are correct.
Number Operations Algebra and Geometry: Percent problem **2 – 1 point answer**	**2. Mr. Sanchez bought a bag of seed. He planted 75% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work.** **ANSWER: 50 pounds** Students could set up and solve an equation such as x – (.75x) = 12.5 Or x - 3/4 x = 12.5 OR .25x = 12.5 (to show what is left). Or they might solve with a picture. 75% is 3/4, so 1/4 of the bag is left. 12.5 x 4 = 50
3a – 1 point fractional part **3b – 1 point percentage** **3c – 1 point explanation**	**3. Ella and 2 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the friends receive?** **1/3** **What percent of the pizza did each of the friends receive?** **33.3% or 33%** **Explain your strategy for finding the percent.**

<table>
<tr><td>4 – 1 point answer</td><td>4. Mrs. Cantu paid $150 for a hotel room when she stayed in Chicago, IL. If she paid a hotel tax of 16%, how much tax did she pay?

ANSWER: $24.00
150 X .16 = 24</td></tr>
<tr><td>5 – 1 point answer</td><td>5. Katrina hit home runs an average ratio of 2:3 times at bat. Using that ratio, if she batted 15 times, how many home runs would she be expected to hit?

ANSWER: 10 home runs

2:3 = x:15
2X5:3X5 = 10:15</td></tr>
<tr><td>Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts.

6 – 1 point answer

The students needs both the answer and strategy to earn the point.</td><td>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.

Today's Special!
Pears
5 pounds for $2
 

ANSWER: 40 cents per pound

Ratio: $2/5 = X/1

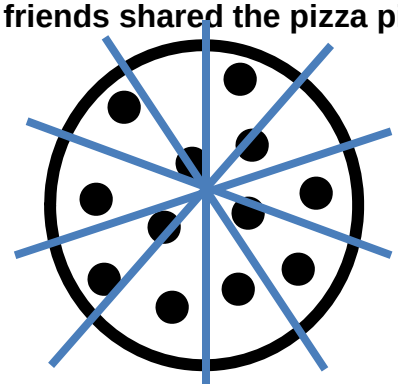
Or simply divide $2 by 5 pounds</td></tr>
<tr><td>Number Operations Algebra and Geometry: Percent problem</td><td>7. Margo put $125 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year? Show your strategy.

ANSWER: $131.25</td></tr>
</table>

7a – 1 point answer **7b – 1 point strategy**	**$125 + (.05 x 125) = money in her account**
Number Operations Algebra and Geometry: Percent problem **The students needs both the correct answer the strategy to earn the point.**	**8. Elliot's lunch bill was $8.50 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $9.77 (or $9.78 if students using rounding)** **(15% x 8.50) + 8.50 = total amount of bill**

Grade 6 Post-Test Teacher Instructions and Key

Note: "Strategy" refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer."

Objective/Needs	Problems
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 1 – 1 point answer	**1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?** **A 10/1 = x/25** **B 10/1 = 25/x** **C 25/1 = 10/x** **D 25/x = 1/10** Answer: A
Number Operations Algebra and Geometry: Percent problem 2 – 1 point answer/strategy	**2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work.** **ANSWER: 16.67 pounds or 16.68 pounds (if students use rounding skills** X - .25x = 12.5 OR just find .75(12.5) since that is what's left. OR draw a picture. 12.5 is 3/4 the bag. Divide 12.5 by 3, then multiply the 4.17 by 4
3a - 1 point fractional part 3b - 1 point percentage 3b - 1 point explanation	**3. Ella and 9 friends shared the pizza pictured below.**  **What fractional part of the pizza did each of the six friends receive? 1/10** **What percent of the pizza did each of the six friends receive?** **10%**

	Explain your strategy for finding the percent. **Sample strategy: $100 \div .10 = 10.0$ I know 100 divided by 10 is 10.**
4 – 1 point answer	**4. Mrs. Cantu paid $90 for a hotel room when she stayed in Helena, MT. If she paid a hotel tax of 7%, how much tax did she pay?** **ANSWER: $6.30** **90 X .07 = 6.3**
5 – 1 point answer	**5. Katrina hit home runs an average ratio of 3:5 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit?** **ANSWER: 12 home runs** **3X4: 5X4** **12:20**
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 6 – 1 point answer/ strategy Students must have both the correct strategy and answer to earn the point.	**6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.** **Today's Special!** **Pears** **6 pounds for $4**  **ANSWER: $0.67** **$4 divided by 6** **OR $4/6 = $x/1** **Do not penalize students if they round to $0.68**

Number Operations Algebra and Geometry: Percent problem 7a – 1 point answer 7b – 1 point strategy	**7. Margo put $175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year? Show your strategy.** **ANSWER: $183.75** **$175 + (.05 x 175)**
Number Operations Algebra and Geometry Percent problem 8 – 1 point answer/strategy Students must have both the correct answer and strategy to earn the point.	**8. Elliot's lunch bill was $7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $8.34** $7.25 + (.15 x 7.25) OR 10% = .73 half of that is .36 find sum and add to 7.25

Grade 7-8 Assessments

Pre-Test

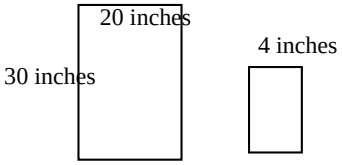
Name: _____

Pre-Test

☐1 **1 Point**	**1. There are 4 quarters in dollar. Which proportion could be used to convert 25 dollars into quarters?** **A.** $\frac{4}{25} = \frac{x}{25}$ **B.** $\frac{1}{4} = \frac{x}{25}$ **C.** $\frac{25}{1} = \frac{4}{x}$ **D.** $\frac{4}{1} = \frac{x}{25}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 33% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** **Show your work.**

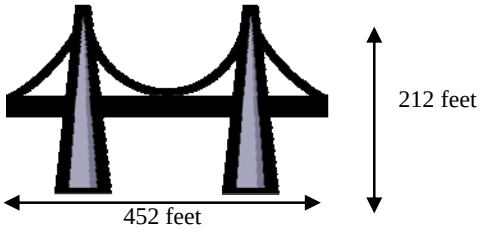
Pre-Test

Name: _____

☐3 **1 Point**	**3 Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 80%. What is the price of this skateboard on sale?**
☐4 **1 Point**	**4 The two picture frames shown below are similar figures. What is the length of the smaller frame?**  **Show your solution strategy.**

Pre-Test

Name: _____

☐5 **1 Point**	**5 Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/25, how tall will the columns be for his model?** 
6a ☐**1 Point** **Answer** ☐**6b** **1 Point** **Work Shown** ☐**6c** **1 Point** **Strategy**	**6 In the morning you traveled at an average speed of 25 miles per hour (mph) to get to work. On the way home, you were able to travel at an average rate of 50 mph. You live 25 miles away from work. How much time did you spend driving to work AND back?** **Show your work.** **Answer:** **Explain your strategy.**

Pre-Test

Name: _____

☐7 **1 Point**	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate?** **Show your work.** Today's Special! Pears 6 pounds for $4 
☐8 **1 Point**	**8. Margo put $225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?**

Pre-Test

Name: _____

☐9 **1 Point**	**9. Elliot's lunch bill was $9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.**
/11 **Total Points**	

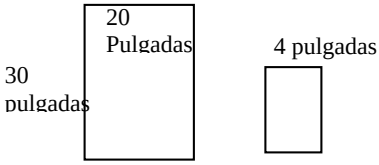
Pre-Test SPANISH

Name: _____

☐1 **1 punto**	**1. Hay 4 “quarters” en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en “quarters”?** **A.** $\frac{4}{25} = \frac{x}{25}$ **B.** $\frac{1}{4} = \frac{x}{25}$ **C.** $\frac{25}{1} = \frac{4}{x}$ **D.** $\frac{4}{1} = \frac{x}{25}$
☐2 **1 punto**	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 33% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** **Muestra tu trabajo.**

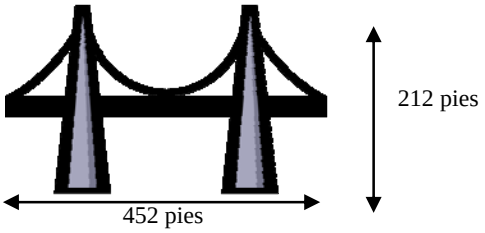
Pre-Test SPANISH

Name: _____

☐3 **1 punto**	**3. Gregorio quiere comprar un monopatín nuevo. Le gustó mucho uno que vio en La Compañía Free Wheeling que normalmente cuesta $48. Esta semana el monopatín estaba de oferta, con un descuento del 80%. ¿Cuál es el precio de oferta del monopatín?**
☐4 **1 punto**	**4. Los dos marcos para cuadros que ves a continuación son figuras similares. ¿Cuál es el largo del marco más pequeño?**  Muestra tu estrategia

Pre-Test SPANISH

Name: _____

☐5 1 punto	**5. Marcos hizo un modelo a escala de un puente cercano a su casa. Si utiliza una escala de 1/25, ¿cuál será la altura de las columnas de su modelo?** 
☐6a 1 punto estretagia ☐6b 1 punto trabajo mostrado ☐6c 1 punto respuesta	**6. Por la mañana manejaste al trabajo a una velocidad promedio de 25 millas por hora. Para regresar, manejaste a una velocidad promedio de 50 millas por hora. Vives a 25 millas de distancia de tu trabajo. ¿Cuánto tiempo te tardaste en ir al trabajo y regresar?** **Muestra tu trabajo.** **RESPUESTA:** **Explica su estrategia.**

Pre-Test SPANISH

Name: _____

☐7 **1 punto**	**7. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por 2 libras de peras a ese precio?** **Muestra tu trabajo.** 
☐8 **1 punto**	**8. Margo depositó $225 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?**

Pre-Test SPANISH

Name: _____

☐**9** **1 punto**	**9. La cuenta de la comida de Elliott fue de $9.95 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** **Muestra tu trabajo.**
_____/11___ **Total Points**	

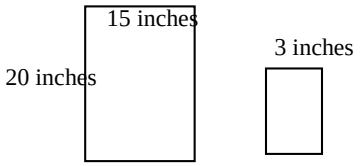
Name: _____

Mid-Test

☐1 **1 Point**	**1. There are 20 nickels in a dollar. Which proportion could be used to convert 25 dollars into nickels?** **A** $\frac{20}{1}=\frac{25}{x}$ **B** $\frac{20}{1}=\frac{x}{25}$ **C** $\frac{25}{1}=\frac{20}{x}$ **D** $\frac{25}{x}=\frac{1}{20}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 75% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** Show your work.

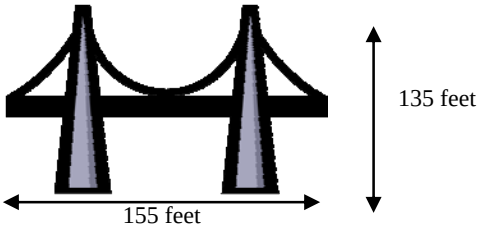
Mid-Test

Name: _____

☐3 **1 Point**	**3. Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 25%. What is the price of this skateboard on sale?**
☐4 **1 Point**	**4. The two picture frames shown below are similar figures. What is the length of the smaller frame?**  **Show your solution strategy.**

Mid-Test

Name: _____

☐5 **1 Point**	**5. Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/25, how tall will the columns be for his model?** 
☐6a **1 Point Answer** ☐6b **1 Point Work Shown** ☐6c **1 Point Strategy**	**6. In the morning you traveled at an average speed of 15 miles per hour (mph) to get to school. On the way home, you were able to travel at an average rate of 30 mph. You live 15 miles away from school. How much time did you spend driving to school AND back?** Show your work. Answer: Explain your strategy.

Mid-Test

Name: _____

☐7 **1 Point**	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.** 
☐8 **1 Point**	**8. Margo put $125 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?**

Mid-Test

Name: _____

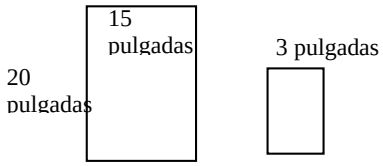
☐9 **1 Point**	**9. Elliot's lunch bill was $8.50 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.**
/11 **Total Points**	

Name: _____

☐1 **1 punto**	**1. Hay 20 "nickels" en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en "nickels"?** **A** $\frac{20}{1}=\frac{25}{x}$ **B** $\frac{20}{1}=\frac{x}{25}$ **C** $\frac{25}{1}=\frac{20}{x}$ **D** $\frac{25}{x}=\frac{1}{20}$
☐2 **1 punto**	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 75% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** Muestra tu trabajo.

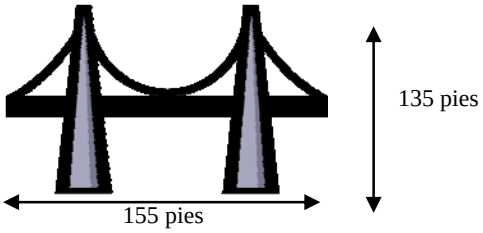
Mid-Test SPANISH

Name: _____

☐3 **1 punto**	**3. Gregorio quiere comprar un monopatín nuevo. Le gustó mucho uno que vio en La Compañía Free Wheeling que normalmente cuesta $48. Esta semana el monopatín estaba de oferta, con un descuento del 25%. ¿Cuál es el precio de oferta del monopatín?**
☐4 **1 punto**	**4. Los dos marcos para cuadros que ves a continuación son figuras similares. ¿Cuál es el largo del marco más pequeño?**  **Muestra tu estrategia.**

Mid-Test SPANISH

Name: _____

☐5 **1 punto**	**5. Marcos hizo un modelo a escala de un puente cercano a su casa. Si utiliza una escala de 1/25, ¿cuál será la altura de las columnas de su modelo?** 
☐6a **1 punto estrategia** ☐6b **1 punto trabajo mostrado** ☐6c **1 punto respuesta**	**6. Por la mañana manejaste al trabajo a una velocidad promedio de 15 millas por hora. Para regresar, manejaste a una velocidad promedio de 30 millas por hora. Vives a 15 millas de distancia de tu trabajo. ¿Cuánto tiempo te tardaste en ir a tu trabajo y regresar?** Muestra tu trabajo. Respuesta: Explica tu estrategia.

Mid-Test SPANISH

Name: _____

☐7 1 punto	**7. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por una libra de peras a ese precio? Muestra tu trabajo.** ¡Especial de Hoy! Peras 5 libras por $2 
☐8 1 punto	**8. Margo depositó $125 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?**

Mid-Test SPANISH

Name: _____

☐9 **1 punto**	**9. La cuenta de la comida de Elliott fue de $8.50 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** **Muestra tu trabajo.**
_____/11 **Total Points**	

Post-Test

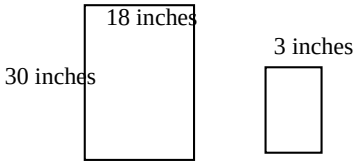
Name: _____

Post-Test

☐1 **1 Point**	**1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?** **A** $\frac{10}{1} = \frac{x}{25}$ **B** $\frac{10}{1} = \frac{25}{x}$ **C** $\frac{25}{1} = \frac{10}{x}$ **D** $\frac{x}{25} = \frac{1}{10}$
☐2 **1 Point**	**2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag?** **Show your work.**

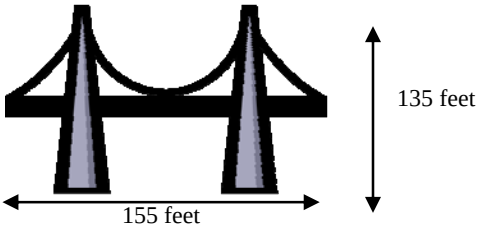
Post-Test

Name: _____

☐3 **1 Point**	**3. Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 75%. What is the price of this skateboard on sale?**
☐4 1 Point	**4. The two picture frames shown below are similar figures. What is the length of the smaller frame?**  **Show your solution strategy.**

Post-Test

Name: _____

☐5 **1 Point**	**5. Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/50, how tall will the columns be for his model?** 
☐6a **1 Point Answer** ☐6b **1 Point Work Shown** ☐6c **1 point strategy**	**6. In the morning you traveled at an average speed of 30 miles per hour (mph) to get to work. On the way home, you were able to travel at an average rate of 60 mph. You live 30 miles away from work. How much time did you spend driving to work AND back?** **Show your work.** **Answer:** **Explain your strategy.**

Post-Test

Name: _____

☐7 **1 Point**	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.** Today's Special! Pears 6 pounds for $4 
☐8 **1 Point**	**8. Margo put $175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?**

Post-Test

Name: _____

☐9 **1 Point**	**9. Elliot's lunch bill was $7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.**
_____/11___ **Total Points**	

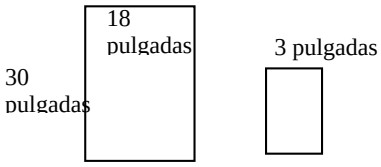
Post-Test SPANISH

Nombre: _____

☐1 **1 punto**	**1. Hay 10 "dimes" en un dólar. ¿Qué proporción puede utilizarse para convertir 25 dólares en "dimes"?** **A** $\frac{10}{1} = \frac{x}{25}$ **B** $\frac{10}{1} = \frac{25}{x}$ **C** $\frac{25}{1} = \frac{10}{x}$ **D** $\frac{x}{25} = \frac{1}{10}$
☐2 1 punto	**2. El Señor Sánchez compró una bolsa de semillas. Plantó el 25% de las semillas de la bolsa, y le sobraban 12.5 libras de semillas. ¿Cuántas libras de semillas había en la bolsa completa?** Muestra tu trabajo.

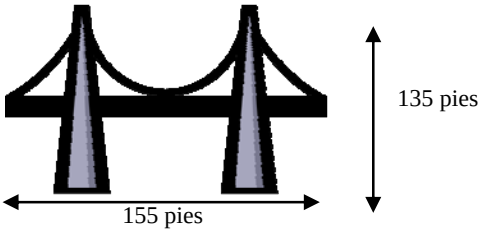
Post-Test SPANISH

Nombre: _____

☐3 1 punto	**3. Gregorio quiere comprar un monopatín nuevo. Le gustó mucho uno que vio en La Compañía Free Wheeling que normalmente cuesta $48. Esta semana el monopatín estaba de oferta, con un descuento del 75%. ¿Cuál es el precio de oferta del monopatín?**
☐4 1 punto	**4. Los dos marcos para cuadros que ves a continuación son figuras similares. ¿Cuál es el largo del marco más pequeño?**  **Muestra tu estrategia.**

Post-Test SPANISH

Nombre: _____

☐5 1 punto	**5. Marcos hizo un modelo a escala de un puente cercano a su casa. Si utiliza una escala de 1/50, ¿cuál será la altura de las columnas de su modelo?** 
☐6a1 punto respue sta ☐6b 1 punto estrate gia ☐6c 1 punto estrate gia	**6. ¿Por la mañana manejaste a la escuela a una velocidad promedio de 30 millas por hora. Para regresar, manejaste a una velocidad promedio de 60 millas por hora. Vives a 30 millas de distancia de la escuela. ¿Cuánto tiempo te tardaste en ir a la escuela y regresar?** **Muestra tu trabajo.** **Answer:** **Explica tu estrategia.**

Post-Test SPANISH

Nombre: _____

☐7 1 punto	**7. La Señora Petra se fijó en el letrero siguiente en el mercado. ¿Cuánto pagaría por una libra de peras a ese precio? Muestra tu trabajo.** ¡Especial de Hoy! Peras 6 libras por $4 
☐8 1 punto	**8. Margo depositó $175 en el banco y los dejó en su cuenta durante un año. Ni depositó más dinero, ni sacó ningún dinero de la cuenta. Su banco le paga interés anual del 5%. ¿Cuánto dinero tendrá en la cuenta al final del año?**

Post-Test SPANISH

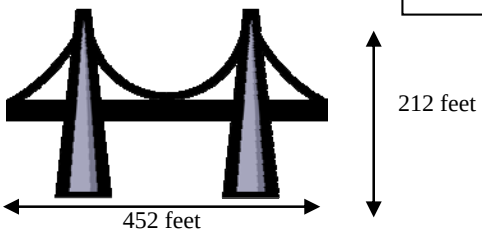
Nombre: _____

☐9 1 punto	**9. La cuenta de la comida de Elliott fue de $7.25 con impuestos incluidos. Quiere darle a la mesera una propina del 15%. ¿Cuánto dinero necesitará para pagar la cuenta y dejar la propina?** **Muestra tu trabajo.**
_____ _/11__ Total Points	

7-8 Grade Assessment Record Sheet

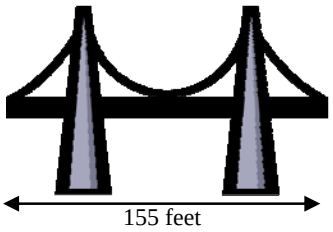
Student Name	Points Earned Pre-Test *(Total Possible Points: 11)*	Points Earned Mid-Test *(Total Possible Points: 11)*	Points Earned Post-Test *(Total Possible Points: 11)*
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11
	/11	/11	/11

Objective/Needs	Problems
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 1 – 1 point answer	**1. There are 4 quarters in dollar. Which proportion could be used to convert 25 dollars into quarters?** **A 4/25= x/25** **B 1/4 = x/25** **C 25/1 = 4/x** **D 4/1 = x/25** **ANSWER: D** Students might label each portion of the ratio to check to see that relationships are correct.
Number Operations Algebra and Geometry: Percent problem **Needs:** Calculators available 2 – 1 point answer	**2. Mr. Sanchez bought a bag of seed. He planted 33% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work** **ANSWER: 18.75, 18.8, or 18.9 pounds depending on strategy** X – (.33x) = 12.5 OR .66x = 12.5 OR 2/3x = 12.5 OR picture x | 12.5 X = 1/3 of the bag 12.5 = 2/3 of the bag. By dividing 12.5 in HALF I'll know the amount in each third of the bag.
Number Operations Algebra and Geometry: Percent problem **Needs:** Calculators available 3 – 1 point answer	**3. Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 80%. What is the price of this skateboard on sale?** **ANSWER: $9.60** 48 – (.8)(48) = sale price OR 48(.2) = sales price
Number Operations Algebra and Geometry: Similarity problem 4 – 1 point answer	**4. The two picture frames shown below are similar figures. What is the length of the smaller frame?** 20 inches 30 inches 4 inches **ANSWER: 6 inches** $\frac{20}{30} \quad \frac{4}{X}$ OR $\frac{20}{4} \quad \frac{30}{x}$

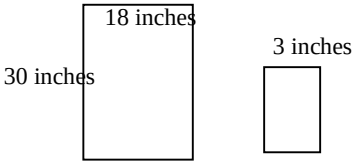
Number Operations Algebra and Geometry: Similarity problem 5 – 1 point answer	**5. Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/25, how tall will the columns be for his model?** **ANSWER: 8.48 feet** .04 x 212 feet = height of model column 
25 divided by 25 = 1 25 divided by 50 = ½ Total time traveling: 1 + ½ = 1 ½ hours 6a – 1 point answer 6b – 1 work shown 6c – 1 point strategy	**6. In the morning you traveled at an average speed 25 miles per hour (mph) to get to work. On the way home, you were able to travel at an average rate of 50 mph. You live 25 miles away from work. How much time did you spend driving to work AND back?** **Show your work.** **Explain your strategy.**
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 7 – 1 point answer	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 2 pounds of pears at that rate? Show** **ANSWER: $1.33 or $1.32** 4 divided 6 = .66 (unit price) 2 x .66 = $1.32 OR .33 x $4 = $1.32 (since 2 pounds is 1/3 of 6 pounds) OR 4 divided by 3 (the "whole" is $4. To find each third, divide by 3) 

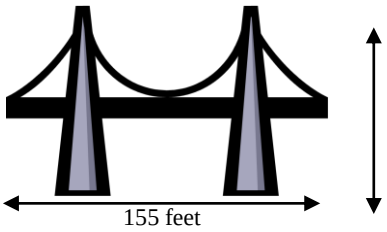
Number Operations Algebra and Geometry: Percent problem 8 – 1 point answer	**8. Margo put $225 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** **ANSWER: $236.25** **225 + (.05)(225) = total in account at end of year**
Number Operations Algebra and Geometry: Percent problem 9 – 1 point answer	**9. Elliot's lunch bill was $9.95 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $11.43 or $11.44** 9.95 + (.15)(9.95) = total in account at end of year OR tip is 10% which is .99 and 5% which is .49. Find sum and add to 9.95

Objective/Needs	Problems
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. **1 – 1 point answer**	**1. There are 20 nickels in a dollar. Which proportion could be used to convert 25 dollars into nickels?** **ANSWER: B** Students might label each portion of the ratio to check to see that relationships are correct.
Number Operations Algebra and Geometry: Percent problem **Needs: Calculators available** **2 – 1 point answer**	**2. Mr. Sanchez bought a bag of seed. He planted 75% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work.** **ANSWER: 50 pounds** Students could set up and solve an equation such as x – (.75x) = 12.5 Or x - 3/4 x = 12.5 OR .25x = 12.5 (to show what is left). Or they might solve with a picture. 75% is 3/4, so 1/4 of the bag is left. 12.5 x 4 = 50
Number Operations Algebra and Geometry: Percent problem **Needs: Calculators available** **3 – 1 point answer**	**3. Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 25%. What is the price of this skateboard on sale?** **ANSWER: $36** Students could set up and solve an equation such as $48 - .25(48) =X Or $48 –1/4(48) = x OR $48 divided by 4 = $12 to find the discount; $48 – 12 = $36 to find the price.
Number Operations Algebra and Geometry: Similarity problem **4 – 1 point answer**	**4. The two picture frames shown below are similar figures. What is the length of the smaller frame?** 15 inches 20 inches 3 inches **ANSWER: 4 inches** Set up ratios and solve for unknown.

Number Operations Algebra and Geometry: Similarity problem **5 – 1 point answer**	**5. Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/25, how tall will the columns be for his model?**  **ANSWER: 5.4 feet tall** .04 x 135 = height of model column
6a – 1 point answer **6b – 1 point work shown** **6c – 1 point staregy**	**6. In the morning you traveled at an average speed of 15 miles per hour (mph) to get to work. On the way home, you were able to travel at an average rate of 30 mph. You live 15 miles away from work. How much time did you spend driving to work AND back?** **Show your work** **Explain your strategy** 15 divided by 15 = 1 15 divided by 30 = ½ 1 + ½ = 1 ½ hours
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. **7 – 1 point answer**	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.** Today's Special! Pears 5 pounds for $2  **ANSWER: 40 cents per pound** **Ratio: $2/5 = X/1** **Or simply divide $2 by 5 pounds**
Number Operations Algebra and Geometry: Percent problem	**8. Margo put $125 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How**

8 – 1 point answer	**much money will she have in her account at the end of the year?** **ANSWER: $131.25** **$125 + (.05 x 125) = money in her account**
Number Operations Algebra and Geometry: Percent problem **9 – 1 point answer**	**9. Elliot's lunch bill was $8.50 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $9.77** **(15% x 8.50) + 8.50 = total amount of bill**

Objective/Needs	Problems
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 1 – 1 point answer	**1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?** **A 10/1 = x/25** **B 10/1 = 25/x** **C 25/1 = 10/x** **D 25/x = 1/10** Answer: A
Number Operations Algebra and Geometry: Percent problem **Needs:** Calculators available 2 – 1 point answer	**2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag, and he still had 12.5 pounds of seed left to plant. How many pounds of seed were in the full bag? Show your work.** **ANSWER: 16.67 pounds** X - .25x = 12.5 OR just find .75(12.5) since that is what's left. OR draw a picture. 12.5 is 3/4 the bag. Divide 12.5 by 3, then multiply the 4.17 by 4
Number Operations Algebra and Geometry: Percent problem **Needs:** Calculators available 3 – 1 point answer	**3. Gregorio wants to buy a new skateboard. He really liked one at the Free Wheeling Company that usually costs $48. This week the skateboard was discounted 75%. What is the price of this skateboard on sale?** **ANSWER: $12** 48 – (48) (.75) = sales price OR 48(.25) = sales price OR Picture
Number Operations Algebra and Geometry: Similarity problem 4 – 1 point answer	**4. The two picture frames shown below are similar figures. What is the length of the smaller frame?**  **ANSWER: 5 in** $\frac{18}{30} \quad \frac{3}{x}$ $\frac{3}{18} \quad \frac{x}{30}$ Or just write the frame is 1/6 as big.

Number Operations Algebra and Geometry: Similarity problem 5 – 1 point answer	**5. Marcos made a scale model of a bridge near his home. If he uses a scale factor of 1/50, how tall will the columns be for his model?**  **ANSWER: 2.7 feet** 1/50 = .02 (.02)(135) = model column hgt.
6a – 1 point answer 6b – 1 point work shown 6c – 1 point strategy	**6. In the morning you traveled an average 30 miles per hour (mph) to get to school. On the way home, you were able to travel at an average rate of 60 mph. You live 30 miles away from school. How much time did you spend driving to school AND back?** **Show your work.** **Explain your strategy.** 30 divided 30 = 1 30 divided by 60 = 1 ½ 1 + ½ = 1 ½ hours
Number and Operations and Algebra and Geometry: Use proportionality to solve single and multi-step problems in numerous contexts. 7 – 1 point answer	**7. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.** **Today's Special!** **Pears** **6 pounds for $4**  **ANSWER: $ .67** **$4 divided by 6** **OR $4/6 = $x/1**

Number Operations Algebra and Geometry: Percent problem 8 – 1 point answer	**8. Margo put $175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year?** **ANSWER: $183.75** **$175 + (.05 x 175)**
Number Operations Algebra and Geometry Percent problem 9 – 1 point answer	**9. Elliot's lunch bill was $7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.** **ANSWER: $8.34** $7.25 + (.15 x 7.25) OR 10% = .73 half of that is .36 find sum and add to 7.25