

SAMPLE QUESTIONS

<p>Children use numbers, including written numerals, to represent quantities to solve quantitative problems, such as counting objects in a set.</p> <p>Need:</p> <ul style="list-style-type: none"> • BLM of sets • Numeral cards 0 – 20 (BLM) <p>Scoring: Award 1 point if the student shows card “7.”</p> <p><input type="checkbox"/> 2</p>	<p>2</p> <p>(Give students each the paper with the 3 sets of objects.)</p> <p>This card has 3 sets of objects. <i>Esta tarjeta tiene 3 juegos de objetos.</i> (Emphasize the 3 sets by circling them with your finger.)</p> <p>Show me the number card that tells me how many objects are in this set. <i>Muéstranme la tarjeta con el número que indica cuántos objetos hay en este juego.</i> (Point to the set with 7 objects in it.)</p>
<p>Children use numbers, including written numerals, to represent quantities and to solve quantitative problems such as modeling simple joining with objects.</p> <p>Need:</p> <ul style="list-style-type: none"> • Same baggie of counters, paperclips on the table • Same baggie of number cards 0 – 15 • Folder or other screen <p>CGI – Part-Part Whole, Whole Unknown</p> <p>Scoring: Student must have the correct visual and numeral answers to be awarded 1 point. There is no ½ credit.</p> <p><input type="checkbox"/> 5</p>	<p>5</p> <p>Now empty the plate. Listen to another story. Close your eyes and try to see the <i>math movie</i> that is taking place. What do you see in the story? <i>Ahora vacíen el plato. Escuchen otro cuento. Cierren los ojos y traten de imaginarse la película de matemáticas. ¿Qué ven en el cuento?</i></p> <p>Marta had 5 yellow flowers and 6 red flowers. How many flowers did Marta have? <i>Marta tenía 5 flores amarillas y 6 flores rojas. ¿Cuántas flores tenía Marta?</i></p> <p>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 <i>math movie</i> in the story. <i>Escuchen mientras leo otra vez el cuento, y esta vez usen los contadores en su plato de papel para mostrarme cuántas flores tenía Marta. Muestran la película de matemáticas del cuento:</i> (Read the story again so that students can act it out with the manipulatives. Record their visual answers in the “Notes” section, then say,)</p> <p>“Now show me the <i>number card</i> that tells how many flowers</p>

	<p>Marta had.” <i>Ahora muéstrenme la tarjeta con el número que indica cuántas flores tenía Marta.</i> Record their numeral answers in the “Notes” section.</p>
<p>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.</p> <p>Need: 1 set for teacher of 1 each of penny, nickel, dime, quarter. (Use real coins.)</p> <p>*If the student is answering in Spanish, accept all answers that demonstrate recognition/identification (for example, “nickle”).</p> <p>Scoring: Students must correctly identify all 4 coins to be awarded the 1 point.</p> <p><input type="checkbox"/> 7</p>	<p>7 (Place the 4 coins on the table.) Look at the coins. <i>Mira las monedas.</i></p> <p>I will show you one coin at a time. Tell me the name of the coin. <i>Te voy a mostrar una moneda a la vez. Dime el nombre de la moneda.*</i> (Show the nickel)</p> <p>(Show the penny)</p> <p>(Show the quarter)</p> <p>(Show the dime)</p>
<p>Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as comparing and ordering sets.</p> <p>Need:</p> <ul style="list-style-type: none"> • 5 blue Unifix cubes for teacher • 8 yellow Unifix cubes for teacher <p>Scoring: Award 1 point if the student shows you the yellow train.</p> <p><input type="checkbox"/> 8</p>	<p>8 Look at the two sets of cubes. <i>Observen los dos juegos de cubos.</i></p> <p>Put the blue cubes in a long train. <i>Pon los cubos azules en un tren largo.</i> Put the yellow cubes in a long train. <i>Pon los cubos amarillos en un tren largo.</i></p> <p>Think about which set has more. When I count to three, hold up the set that has more cubes. <i>Piensen a ver cuál juego tiene más cubos. Cuando cuente hasta tres, muéstrenme el juego que tiene más cubos.</i></p> <p>ONE – TWO – THREE, SHOW which set has more cubes?</p>

	<p>UNO – DOS – TRES, MUESTREN ¿cuál juego tiene más cubos?</p>
<p>Need:</p> <ul style="list-style-type: none"> • 1 whole sandwich (peanut butter, cheese, your choice) • Plastic knife • 2 paper dessert plates <p>Scoring: Award 1 point if the student divides the sandwich in approximately equal parts and can either use the term “half” or can tell you it’s 1 out of 2 equal pieces. Award 1 point for the explanation (key words listen for: equal, same amount/size).</p> <p><input type="checkbox"/> 9a</p> <p><input type="checkbox"/> 9b</p>	<p>9</p> <p>I would like for you to share this sandwich with me in fair shares.</p> <p><i>Quiero que compartes este sándwich conmigo en partes iguales (fair shares).</i></p> <p>(Wait until finished.)</p> <p>What do you call these fair shares?</p> <p><i>¿Qué otro nombre tienen estas partes iguales?</i></p> <p>(Pause)</p> <p>How do you know you have divided the sandwich into halves?</p> <p><i>¿Cómo saben que el sándwich está en dos mitades?</i></p> <p>(Pause and watch for comparison)</p>

Total Points: 11

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		
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5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

Student Name _____

Pre-test Post-test

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1	1		
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4b	1		
5	1		
6	1		
7	1		
8	1		
9a	1		
9b	1		
Total Points			

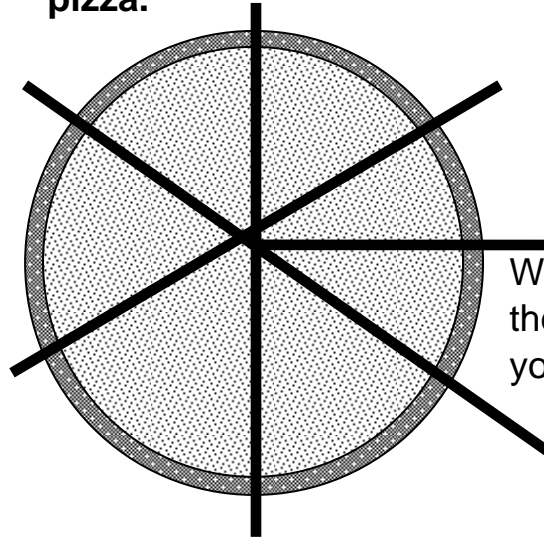
<p><input type="checkbox"/> 5a 1 Point Answer</p> <p><input type="checkbox"/> 5b 1 Point Strategy</p>	<p>5. Roger counted his pennies and found that he had 79 in one piggy bank. He needs 90 pennies. How many more pennies does he need?</p> <p>Show your work.</p> <p>Answer #1 – He needs 11 pennies.</p> <p>Answer #2 – He needs 21 pennies.</p> <table border="1" data-bbox="894 688 997 869"><tr><td>90</td></tr><tr><td><u>-79</u></td></tr><tr><td>21</td></tr></table>	90	<u>-79</u>	21			
90							
<u>-79</u>							
21							
<p><input type="checkbox"/> 6a 1 Point Answer</p> <p><input type="checkbox"/> 6b 1 Point Strategy</p>	<p>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?</p> <p>Show your work.</p> <p>Answer #2 She bicycled 34 miles.</p> <table border="1" data-bbox="847 1276 950 1457"><tr><td>73</td></tr><tr><td><u>-39</u></td></tr><tr><td>34</td></tr></table> <p>Answer #3 She bicycled 46 miles.</p> <table border="1" data-bbox="847 1543 950 1724"><tr><td>73</td></tr><tr><td><u>-39</u></td></tr><tr><td>46</td></tr></table>	73	<u>-39</u>	34	73	<u>-39</u>	46
73							
<u>-39</u>							
34							
73							
<u>-39</u>							
46							

□7

1 Point Answer

*Must have
both parts to
be correct.*

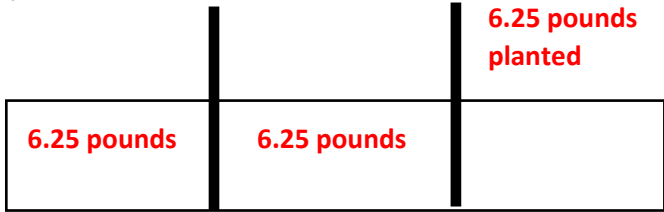
7. You are fair sharing the pizza with yourself and 7 friends. Draw how you will divide the pizza.



What fractional part of the pizza will each of you receive?

Answer #1 We get one seventh.

<p><input type="checkbox"/> 4 1 Point</p>	<p>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.</p> <p style="text-align: center;">0.6 0.33 0.55</p>
<p><input type="checkbox"/> 5a 1 Point Answer</p> <p><input type="checkbox"/> 5b 1 Point Justification</p>	<p>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?</p> <p>She should use the $1 \frac{3}{4}$ cup.</p> <p>Justify your answer.</p> <p>Half a cup is only $\frac{4}{8}$ cup, so she wouldn't have enough if she used the $1 \frac{1}{2}$ cup of buttermilk.</p>

<p><input type="checkbox"/> 2 1 Point</p>	<p>1. 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?</p> <p>Show your work.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">12.5 pounds left</p> <p>Answer: 18.75 pounds in the full bag.</p> $ \begin{array}{r} 6.25 \\ 6.25 \\ \hline +6.25 \\ \hline 18.75 \end{array} $
<p><input type="checkbox"/> 8 1 Point</p>	<p>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.</p> <p>10% of 9.95 = \$1.00 Half of a dollar = <u>.50</u> (because 5% is half of 10%) Tip is \$1.50</p> $ \begin{array}{r} 9.95 \\ \hline +1.50 \\ \hline \$11.45 \end{array} $ <p>\$11.45 This is his total bill.</p>