

# **MATHEMATICS**

# **Grade 6**

**2015 Released Test Questions**

# **TEST ADMINISTRATOR**

# **INSTRUCTIONS**

### Question 1

Grade	6	Subject	Mathematics	Question	1
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.				
<b>Knowledge and Skill Statement 6.4</b>	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.				
<b>Essence Statement</b>	Identifies proportional relationships in a variety of forms.				
<b>Prerequisite Skill (Old Curriculum)</b>	use patterns to skip count by twos, fives, and tens (1)				

### Question 2

Grade	6	Subject	Mathematics	Question	2
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.				
<b>Knowledge and Skill Statement 6.4</b>	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.				
<b>Essence Statement</b>	Identifies proportional relationships in a variety of forms.				
<b>Prerequisite Skill (Old Curriculum)</b>	find patterns in numbers such as in a 100s chart (2)				

### Question 3

Grade	6	Subject	Mathematics	Question	3
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.				
<b>Knowledge and Skill Statement 6.4</b>	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.				
<b>Essence Statement</b>	Identifies proportional relationships in a variety of forms.				
<b>Prerequisite Skill (Old Curriculum)</b>	find patterns in numbers such as in a 100s chart (2)				

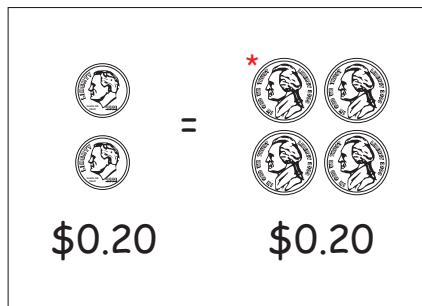
## Question 4

<b>Grade</b>	6	<b>Subject</b>	Mathematics	<b>Question</b>	4
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.				
<b>Knowledge and Skill Statement 6.4</b>	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.				
<b>Essence Statement</b>	Identifies proportional relationships in a variety of forms.				
<b>Prerequisite Skill (Old Curriculum)</b>	identify and extend whole-number and geometric patterns to make predictions and solve problems (3)				

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the dimes. *Communicate:* **These dimes equal 20 cents. Ten cents. Twenty cents.**
- Direct the student to the nickels. *Communicate:* **These nickels also equal 20 cents. Five cents. Ten cents. Fifteen cents. Twenty cents.**
- *Communicate:* **Find the nickels that equal 20 cents.**

### Stimulus 1



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the nickels that equal 20 cents,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the nickels that equal 20 cents,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the nickels that equal 20 cents,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the nickels that equal 20 cents,	➡	mark <b>C</b> for question 1 and move to question 2.

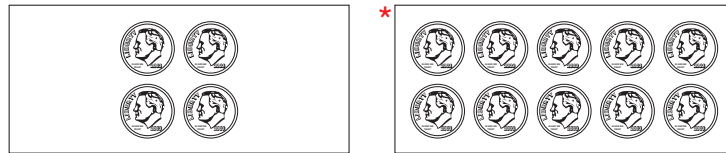
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to the nickels. *Communicate:* **This group of nickels equals one dollar.**
- Direct the student to each answer choice in Stimulus 2b without identifying the total value of each group. *Communicate:* **Four dimes. Ten dimes.**
- *Communicate:* **Find the group of dimes that also equals one dollar.**

### Stimulus 2a



### Stimulus 2b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the group of 10 dimes,	➔	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the group of 10 dimes,	➔	<ul style="list-style-type: none"> <li>• model the desired student action by finding the group of 10 dimes that equals one dollar and <i>communicate</i> <b>“This group of dimes equals one dollar”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the group of 10 dimes,	➔	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the group of 10 dimes,	➔	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* **This is a numbers chart. The numbers in this chart follow a pattern.**
- Direct the student to the circled numbers. *Communicate:* **13, 14, 15, 16 follow a pattern.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the number sentences that show the pattern from one circled number to the next circled number.**

#### Stimulus 3a

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

#### Stimulus 3b

<sup>*</sup> 13 + 1 = 14	3 + 10 = 13	11 + 2 = 13
14 + 1 = 15	13 + 10 = 23	13 + 2 = 15
15 + 1 = 16	23 + 10 = 33	14 + 2 = 16

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the number sentences that show a “plus one” pattern,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the number sentences that show a “plus one” pattern,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify how much needs to be added to a circled number to get the next circled number. <b>OR</b></li> <li>• Count from 1 to 20 on the chart.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the number sentences that show a “plus one” pattern,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the number sentences that show a “plus one” pattern,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate:* **This is a numbers chart. The numbers in this chart follow a pattern.**
- Direct the student to the bolded column in Stimulus 4a. *Communicate:* **There are three missing numbers that belong in this column.**
- Direct the student to each answer choice in Stimulus 4b.
- *Communicate:* **Find the missing numbers that belong in the column.**

### Stimulus 4a

46	47	48	49
56	57	58	59
66	67	68	69
76	77	78	
86			

### Stimulus 4b

80
90
100

79
88
97

* 79
89
99

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the column with 79, 89, and 99,	➡	mark <b>A</b> for question 4.
If the student does not find the column with 79, 89, and 99,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the column with 79, 89, and 99,	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find the column with 79, 89, and 99,	➡	mark <b>C</b> for question 4.