

MATHEMATICS

Grade 7

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	7	Subject	Mathematics	Question	1
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 7.4		The student applies mathematical process standards to represent and solve problems involving proportional relationships.			
Essence Statement		Solves problems involving ratios, rates, or percents.			
Prerequisite Skill (Old Curriculum)		find patterns in numbers, including odd and even (1)			

Question 2

Grade	7	Subject	Mathematics	Question	2
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 7.4		The student applies mathematical process standards to represent and solve problems involving proportional relationships.			
Essence Statement		Solves problems involving ratios, rates, or percents.			
Prerequisite Skill (Old Curriculum)		find patterns in numbers such as in a 100s chart (2)			

Question 3

Grade	7	Subject	Mathematics	Question	3
Reporting Category 2		Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.			
Knowledge and Skill Statement 7.4		The student applies mathematical process standards to represent and solve problems involving proportional relationships.			
Essence Statement		Solves problems involving ratios, rates, or percents.			
Prerequisite Skill (Old Curriculum)		identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table (3)			

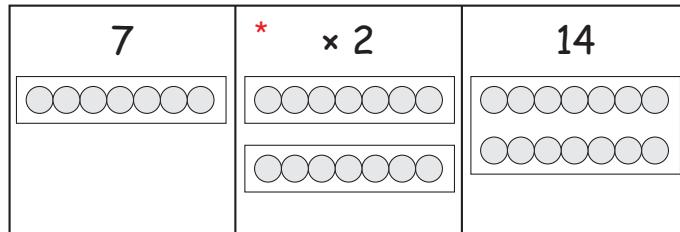
Question 4

Grade	7	Subject	Mathematics	Question	4
Reporting Category 2	Computations and Algebraic Relationships: The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.				
Knowledge and Skill Statement 7.4	The student applies mathematical process standards to represent and solve problems involving proportional relationships.				
Essence Statement	Solves problems involving ratios, rates, or percents.				
Prerequisite Skill (Old Curriculum)	describe the relationship between two sets of related data such as ordered pairs in a table (4)				

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. Communicate: **This is the first row of a table that shows a pattern of multiplying by two.**
- Direct the student to the first cell. Communicate: **Here is one group of seven objects. One. Two. Three. Four. Five. Six. Seven.**
- Direct the student to the second cell. Communicate: **Seven objects have been multiplied by two to make two groups of seven. One. Two. Three. Four. Five. Six. Seven. One. Two. Three. Four. Five. Six. Seven.**
- Direct the student to the third cell. Communicate: **Seven multiplied by two is one group of fourteen. One. Two. Three. Four. Five. Six. Seven. Eight. Nine. Ten. Eleven. Twelve. Thirteen. Fourteen.**
- Communicate: **Find the part of the table that shows two groups of seven.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the part of the table that shows two groups of seven,	➡	mark A for question 1 and move to question 2.
If the student does not find the part of the table that shows two groups of seven,	➡	<ul style="list-style-type: none">remove the stimulus;wait at least five seconds; andreplicate the initial presentation instructions.
After the five-second wait time, if the student finds the part of the table that shows two groups of seven,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the part of the table that shows two groups of seven,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* A student made a table that shows a pattern of multiplying by two. The numbers in the first column are multiplied by two to get the numbers in the last column. 7×2 equals 14. 8×2 equals 16. 9×2 equals 18.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate:* Find the table that shows a pattern of multiplying by two for all three rows.

Stimulus 2a

7	$\times 2$	14
7	$\times 2$ 14	14
8	$\times 2$	16
8	$\times 2$ 16	16
9	$\times 2$	18
9	$\times 2$ 18	18

Stimulus 2b

*

7	$\times 2$	14
8	$\times 2$	16
9	$\times 2$	18

7	$\times 2$	14
8	$\times 3$	24
9	$\times 2$	18

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the table that shows a pattern of multiplying by two for all three rows in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the table that shows a pattern of multiplying by two for all three rows in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the table that shows a pattern of multiplying by two for all three rows in Stimulus 2b and <i>communicate “This table shows a pattern of ‘multiplying by two’ for all three rows”</i>; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the table that shows a pattern of multiplying by two for all three rows in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the table that shows a pattern of multiplying by two for all three rows in Stimulus 2b,	➡	mark C 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 table of related numbers. The numbers in the first column are multiplied by the same number to get the numbers in the last column.**
- Communicate the information in the table.
- Direct the student to the empty boxes. Communicate: **The same number belongs in all the empty boxes.**
- Direct the student to each answer choice in Stimulus 3b.
- Communicate: **Find the number that belongs in all the empty boxes.**

Stimulus 3a

2	x	<input type="text"/>	12
3	x	<input type="text"/>	18
5	x	<input type="text"/>	30

Stimulus 3b

<input type="text"/> 7	<input type="text"/> 10	<input type="text"/> 6 [*]
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Scoring Instructions

Student Action		Test Administrator Action
If the student finds “6,”	➡	mark A for question 3 and move to question 4.
If the student does not find “6,”	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student identify how many groups of two it takes to get 12. OR• Have the student try out each answer choice in the second column. OR• Allow the student to use a calculator or multiplication chart. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “6,”	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “6,”	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. Communicate: **On three different days, a student raked leaves to earn money.**
- Direct the student to the first column in the table. Communicate: **This column in the table shows the number of bags of leaves the student raked each day.**
- Direct the student to the second column in the table. Communicate: **This column in the table shows how much money the student earned. The student earned the same amount of money for each bag of leaves he raked.**
- Communicate the information in the table.
- Direct the student to each answer choice in Stimulus 4b.
- Communicate: **Find how much money the student earned for each bag of leaves.**

Stimulus 4a

Raking Leaves

Number of Bags of Leaves	Money Earned \$
5	\$15.00
3	\$9.00
4	\$12.00

Stimulus 4b

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\$2.00

\$3.00

\$10.00

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "\$3.00" in Stimulus 4b,	➡	mark A for question 4.
If the student does not find "\$3.00" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "\$3.00" in Stimulus 4b,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find "\$3.00" in Stimulus 4b,	➡	mark C for question 4.