

# **MATHEMATICS**

# **Grade 8**

**2015 Released Test Questions**

# **TEST ADMINISTRATOR**

# **INSTRUCTIONS**

### Question 1

Grade	8	Subject	Mathematics	Question	1
<b>Reporting Category 4</b>	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
<b>Knowledge and Skill Statement 8.12</b>	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
<b>Essence Statement</b>	Compares the results of borrowing or investing money.				
<b>Prerequisite Skill</b>	distinguish between a deposit and a withdrawal (2)				

### Question 2

Grade	8	Subject	Mathematics	Question	1
<b>Reporting Category 4</b>	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
<b>Knowledge and Skill Statement 8.12</b>	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
<b>Essence Statement</b>	Compares the results of borrowing or investing money.				
<b>Prerequisite Skill</b>	identify decisions involving income, spending, saving, credit, and charitable giving (3)				

### Question 3

Grade	8	Subject	Mathematics	Question	1
<b>Reporting Category 4</b>	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
<b>Knowledge and Skill Statement 8.12</b>	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
<b>Essence Statement</b>	Compares the results of borrowing or investing money.				
<b>Prerequisite Skill</b>	describe how to allocate a weekly allowance among spending; saving, including for college; and sharing (4)				

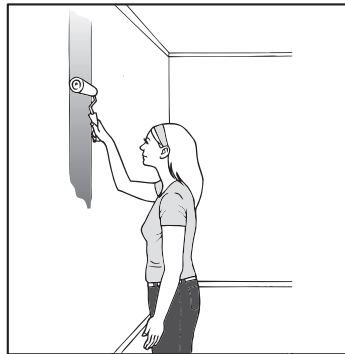
## Question 4

<b>Grade</b>	8	<b>Subject</b>	Mathematics	<b>Question</b>	1
<b>Reporting Category 4</b>		Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.			
<b>Knowledge and Skill Statement 8.12</b>		The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.			
<b>Essence Statement</b>		Compares the results of borrowing or investing money.			
<b>Prerequisite Skill</b>		balance a simple budget (5)			


## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the painter. *Communicate:* **This girl earns \$100.00 for painting a room.**
- Direct the student to the table. *Communicate:* **This table shows what the girl did with her money. The \$100.00 she earns is recorded as a deposit.**
- *Communicate:* **Find the table that shows the deposit.**

### Stimulus 1



\*

Deposits + 
\$100.00



### Scoring Instructions

Student Action	Test Administrator Action
If the student finds the table that shows a deposit,	➡ mark <b>A</b> for question 1 and move to question 2.
If the student does not find the table that shows a deposit,	➡ <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 table that shows a deposit,	➡ 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 table that shows a deposit,	➡ mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2.
- Direct the student to Stimulus 2. *Communicate:* **This table shows the deposits and withdrawals made by the girl for a week.**
- *Communicate* the information in the table.
- Direct the student to the box below the table. *Communicate:* **The girl received a \$25.00 cash gift on her birthday. She decided to save it.**
- Direct the student back to the table.
- *Communicate:* **Find the column in the table where the \$25.00 should be placed.**

### Stimulus 2

* Deposits + 	Withdrawals - 
+ \$100.00 income from painting	- \$15.00 spent on T-shirt
+ \$20.00 allowance	- \$10.00 spent on lunch

+\$25.00 cash gift


### Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds any part of the "Deposits +" column,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find any part of the "Deposits +" column,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding any part of the "Deposits +" column and <i>communicate</i> "<b>The \$25.00 should be placed in the 'Deposits +' column of the table</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds any part of the "Deposits +" column,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find any part of the "Deposits +" column,	➡	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 the boy receiving money. *Communicate:* **A student was paid \$50.00 for doing chores at his house.**
- Direct the student to the video game. *Communicate:* **The student spends \$30.50 on a video game and saves the money he has left.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the amount of money the student saves after he buys the video game.**

**Stimulus 3a**



Paid: \$50.00



Spends: \$30.50

**Stimulus 3b**

\$20.25

\$80.50

\* \$19.50

### Scoring Instructions

Student Action	Test Administrator Action
If the student finds "\$19.50,"	➔ mark <b>A</b> for question 3 and move to question 4.
If the student does not find "\$19.50,"	➔ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify whether the amount of money spent increases or decreases the amount the student has. <b>OR</b></li> <li>• Highlight the amount paid and the amount spent. <b>OR</b></li> <li>• Have the student identify the operation to use to solve the problem. <b>OR</b></li> <li>• Allow the student to use a calculator.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "\$19.50,"	➔ mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "\$19.50,"	➔ mark <b>C</b> for question 3 and move to question 4.

