



Pre-/Post- Supplies

	<p>Educator Script: Educator reads to the student for the assessment. This has more detail than the student copy.</p> <p>Student Copy: Student has simple wording to follow along what the Educator is reading, and then uses to solve for the answers.</p>
	<p>Number Line and blank Number Bonds. <i>Included in Student Copy for student to pull off and have the choice to use or not.</i></p>
	<p>30 counters so the student has the choice to use or not.</p>
	<p>Real Sandwich,* paper plate, plastic knife</p>

*A paper graphic of a sandwich is attached to the Student Copy as a paper alternative. The student(s) would need scissors to cut.




Pre-Test Educator Script and Answer Key

Read to individual student or to a group. Distribute Student Copies. Tell students to pull off the last page with number line so they have it handy to use.

<p>NY-1.OA.1</p> <p>Extra Supplies student can use for strategy to solve during the whole assessment.</p> <ul style="list-style-type: none"> • Number line • Blank number bond • Counters <p>CGI – Add to, Result Unknown</p> <p><input type="text"/> 1</p> <p>Answer: nineteen</p> <p>Strategy: Students could solve by drawing a picture, using an algorithm (using numbers and a process), drawing and using a number line – any reasonable strategy is acceptable.</p> <p>Scoring: Award 1 point for strategy and answer. Students must have both correct to earn 1 point.</p>	<p>1</p> <p>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.</p> <p><i>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.</i></p> <p>Marcos planted 12 flowers on Monday. He planted 7 more flowers on Tuesday. How many flowers did Marcos plant?</p> <p><i>Marcos plantó 12 flores el lunes. Plantó 7 flores más el martes. ¿Cuántas flores plantó Marcos?</i></p> <p>Now look at your problem solving tools. Select a way to solve the problem as I read the story again.</p> <p><i>Ahora miren los objetos que tienen para resolver el problema. Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.</i></p> <p>(Read the story again and provide time for students to solve it.)</p> <p>Show me how you solved the problem.</p> <p><i>Muéstrenme cómo resolvieron el problema.</i></p>
<p>NY-1.OA.8</p> <p><input type="text"/> 2</p> <p>Answer:seventeen</p> <p>Scoring: Award 1 point for correct answer.</p>	<p>2</p> <p><input type="text"/> - 8 = 9</p> <p>What number makes this sentence true? Use any strategy you wish to solve the problem. Write the number in the box.</p> <p><i>¿Qué número hace que la frase sea verdad? Utilicen la estrategia que quieran para resolver el problema. Escriban el número correcto en la caja.</i></p>



<p>NY-1.OA.1</p> <p>CGI – Put Together/ Take Apart, Total Unknown</p> <p><input type="checkbox"/> 3a</p> <p>Answer: sixteen</p> <p>Scoring: Award 1 point for the answer</p> <p><input type="checkbox"/> 3b</p> <p>Strategy Point: Students could solve by drawing a picture, using an algorithm (using numbers and a process), drawing and using a number line – any reasonable strategy is acceptable.</p> <p>Scoring: Award 1 point for the strategy.</p>	<p>3</p> <p>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.</p> <p><i>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.</i></p> <p>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?</p> <p><i>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?</i></p> <p>Now look at your problem solving tools. Select a way to solve the problem as I read the story again. <i>Ahora miren los objetos que tienen para resolver el problema.</i> 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.)</p> <p>Show me how you solved the problem. <i>Muéstrenme cómo resolvieron el problema.</i></p>
<p>NY-1.OA.1</p>	<p>4</p> <p>Look at the shapes. <i>Miren las formas.</i></p> <div style="text-align: center;">  </div>



<p><input type="checkbox"/> 4</p> <p>There are fourteen shapes. Number sentence a should be circled.</p> <p>Scoring: Award one point for student correctly answering both parts.</p>	<p>How many shapes are there? _____ ¿Cuántas formas hay? _____</p> <p>Which number sentence below matches the shapes? ¿Cuál de las frases numéricas que hay abajo representa las formas?</p> <p>A $8 + 6 = 14$</p> <p>B $8 + 5 = 13$</p> <p>C $7 + 6 = 13$</p> <p>D $9 + 5 = 14$</p>
<p>NY-1.OA.1</p> <p>CGI - Compare, Difference Unknown (<i>fewer</i>)</p> <p><input type="checkbox"/> 5a</p> <p>Answer: seven</p> <p>Scoring: Award 1 point for the answer</p> <p><input type="checkbox"/> 5b</p> <p>Strategy Point: Students could solve by drawing a picture, using an algorithm (using numbers and a process), drawing and using a number line – any reasonable strategy is acceptable.</p> <p>Scoring: Award 1 point for the strategy.</p>	<p>5</p> <p>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.</p> <p><i>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.</i></p> <p>Eduardo baked 13 cookies. Monica baked 6 cookies. How many fewer cookies did Monica bake than Eduardo?</p> <p><i>Eduardo preparó 13 galletas. Mónica preparó 6 galletas. ¿Cuántas galletas preparó Mónica menos que Eduardo?</i></p> <p>Now look at your problem solving tools. Select a way to solve the problem as I read the story again.</p> <p><i>Ahora miren los objetos que tienen para resolver el problema. Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.</i></p> <p>(Read the story again and provide time for students to solve it.)</p> <p>Show me how you solved the problem. <i>Muéstrenme cómo resolvieron el problema.</i></p>



<p>NY-1.OA.1</p> <p>CGI – Take From, Result Unknown</p> <p><input type="checkbox"/> 6</p> <p>Answer: seven</p> <p>Strategy Point: Students could solve by drawing a picture, using an algorithm (using numbers and a process), drawing and using a number line – any reasonable strategy is acceptable.</p> <p>Scoring: Students must have both the correct answer and strategy to earn 1 point.</p>	<p>6</p> <p>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.</p> <p><i>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.</i></p> <p>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?</p> <p>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.</p> <p>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.)</p> <p>Show me how you solved the problem Muéstrenme cómo resolvieron el problema.</p>
<p>NY-1.OA.2 NY-1.OA.3</p> <p><input type="checkbox"/> 7</p> <p>Answer: circle the eight and the two</p> <p>Scoring: Award 1 point for circling the two correct numbers.</p>	<p>7</p> <p>Look at this number sentence. Miren esta frase numérica.</p> <p style="text-align: center;">8 + 2 + 14 = 24</p> <p>Circle the numbers that make 10).</p> <p>Señalen con un círculo los números que hacen 10.</p>



<p>NY-1.G.3</p> <p>Materials: 1 whole sandwich (peanut butter, cheese, your choice) Plastic knife 2 paper desert plates (or use the paper alternative sandwich and scissors)</p> <p><input type="checkbox"/> 8a</p> <p>Scoring: Award 1 point if the student divides the sandwich in approximately equal parts and can use the term fourths.</p> <p><input type="checkbox"/> 8b</p> <p>Scoring: Award 1 point for the explanation (key words listen for: equal, same amount/size).</p>	<p>8</p> <p>Cut the sandwich so that 4 children may share it equally. <i>Corten el sándwich para que 4 niños puedan compartirlo igualmente.</i> (Wait until finished.)</p> <p>What do you call these equal parts? <i>¿Qué otro nombre tienen estas partes iguales?</i> (Pause)</p> <p>Show or tell me how you know they are equal. <i>Muéstrame or dime como sabes que son iguales.</i> (Pause and watch for comparison)</p>
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