



## Pre-/Post- Supplies

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





## Post-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><b>NY-1.OA.1</b></p> <p><b>Extra Supplies</b> student can use for strategy to solve during the whole assessment.</p> <ul style="list-style-type: none"> <li>• Number line</li> <li>• Blank number bond</li> <li>• Counters</li> </ul> <p><b>CGI</b> – Add to, Result Unknown</p> <p><input type="checkbox"/> 1</p> <p>Answer: nineteen</p> <p><b>Strategy:</b> 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><b>Scoring:</b> Award 1 point for strategy and answer. Students must have both correct to earn 1 point.</p>	<p><b>1</b></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><b>Marcos planted 14 flowers on Monday. He planted 5 more flowers on Tuesday. How many flowers did Marcos plant?</b></p> <p><i>Marcos plantó 14 flores el lunes. Plantó 5 flores más el martes. ¿Cuántas flores plantó Marcos?</i></p> <p><b>Now look at your problem solving tools. Select a way to solve the problem as I read the story again.</b></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><b>Show me how you solved the problem.</b></p> <p><i>Muéstrenme cómo resolvieron el problema.</i></p>
<p><b>NY-1.OA.8</b></p> <p><input type="checkbox"/> 2</p> <p>Answer:seventeen</p> <p><b>Scoring: Award 1 point for correct answer.</b></p>	<p><b>2</b></p> <p style="text-align: center;"><input style="border: 1px solid black; padding: 5px 15px;" type="text" value="15"/> - 6 = 9</p> <p><b>What number makes this sentence true? Use any strategy you wish to solve the problem. Write the number in the box.</b></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>



Post-Test Educator Script and Answer Key

<p><b>NY-1.OA.1</b></p> <p>CGI – Put Together/ Take Apart, Total Unknown</p> <p><input type="checkbox"/> 3a Answer: fourteen</p> <p><b>Scoring: Award 1 point for the answer</b></p> <p><input type="checkbox"/> 3b</p> <p><b>Strategy Point:</b> 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><b>Scoring: Award 1 point for the strategy.</b></p>	<p><b>3</b></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 8 children on the swings and 6 children in line for the slide. How many children were on the playground?</p> <p><i>En el patio de la escuela había 8 niños en los columpios y 6 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. Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.</i> (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><b>NY-1.OA.1</b></p>	<p><b>4</b></p> <p>Look at the shapes. <i>Miren las formas.</i></p> <div style="text-align: center;">   </div>



Post-Test Educator Script and Answer Key

<p><input type="checkbox"/> 4</p> <p>There are fourteen shapes. Number sentence d should be circled.</p> <p><b>Scoring: Award one point for student correctly answering both parts.</b></p>	<p>How many shapes? <i>¿Cuántas formas hay?</i> _____</p> <p>Which number sentence below matches the shapes? <i>¿Cuál de las frases numéricas que hay abajo representa las formas?</i></p> <p>A <math>8 + 6 = 14</math></p> <p>B <math>8 + 5 = 13</math></p> <p>C <math>7 + 6 = 13</math></p> <p>D <math>9 + 5 = 14</math></p>
<p><b>NY-1.OA.1</b></p> <p>CGI - Compare, Difference Unknown (<i>fewer</i>)</p> <p><input type="checkbox"/> 5a</p> <p>Answer: five</p> <p><b>Scoring: Award 1 point for the answer</b></p> <p><input type="checkbox"/> 5b</p> <p><b>Strategy Point:</b> 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><b>Scoring: Award 1 point for the strategy.</b></p>	<p><b>5</b></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 los objetos que tienen sobre la mesa. Muéstrenme lo que hicieron.</i></p> <p>Eduardo baked 12 cookies. Monica baked 7 cookies. How many fewer cookies did Monica bake than Eduardo?</p> <p><i>Eduardo preparó 12 galletas. Mónica preparó 7 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>



Post-Test Educator Script and Answer Key

<p><b>NY-1.OA.1</b></p> <p>CGI – Take From, Result Unknown</p> <p><input type="checkbox"/> 6</p> <p>Answer: nine</p> <p><b>Strategy Point:</b> 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><b>Scoring:</b> Students must have both the correct answer and strategy to earn 1 point.</p>	<p><b>6</b></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><b>Kendra caught 16 bugs. 7 of them crawled away. How many bugs does she have now? Kendra cazó 16 insectos. 7 de ellos se escaparon. ¿Cuántos insectos tiene ahora?</b></p> <p><b>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.</b></p> <p><b>Seleccionen una manera de resolver el problema mientras les vuelvo a leer la historia.</b> (Read the story again and provide time for students to solve it.)</p> <p><b>Show me how you solved the problem. Muéstrenme cómo resolvieron el problema.</b></p>
<p><b>NY-1.OA.2</b> <b>NY-1.OA.3</b></p> <p><input type="checkbox"/> 7</p> <p>Answer: circle the seven and the three</p> <p><b>Scoring:</b> Award 1 point for circling the two correct numbers.</p>	<p><b>7</b></p> <p><b>Look at this number sentence. Miren esta frase numérica.</b></p> <p style="text-align: center;"><b>7 + 3 + 19 = 29</b></p> <p><b>Circle the numbers that make 10. Señalen con un círculo los números que hacen 10.</b></p>



## Post-Test Educator Script and Answer Key

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