

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 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 2


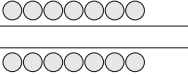
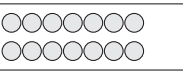

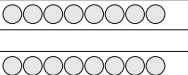
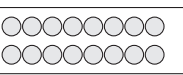

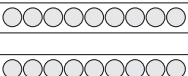
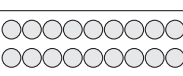
Present Stimulus 2a and 2b.

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 
8 	$\times 2$ 	16 
9 	$\times 2$ 	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 communicate “This table shows a pattern of ‘multiplying by two’ for all three rows”; 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	×	<input type="text"/>	12
3	×	<input type="text"/>	18
5	×	<input type="text"/>	30

Stimulus 3b

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,"	<p>provide one of these allowable teacher assists to the student:</p> <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. <p>Replicate the initial presentation instructions.</p>
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