



### Question 1

| Grade                               | EOC | Subject  | Algebra I | Question | 1 |
|-------------------------------------|-----|--|-----------|----------|---|
| Reporting Category 3                |     | Writing and Solving Linear Functions, Equations, and Inequalities:<br>The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities. |           |          |   |
| Knowledge and Skill Statement A.5   |     | The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions.                           |           |          |   |
| Essence Statement                   |     | Solves linear equations, inequalities, and systems.  |           |          |   |
| Prerequisite Skill (Old Curriculum) |     | identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ (1)                         |           |          |   |

### Question 2

| Grade                               | EOC | Subject  | Algebra I | Question | 2 |
|-------------------------------------|-----|--|-----------|----------|---|
| Reporting Category 3                |     | Writing and Solving Linear Functions, Equations, and Inequalities:<br>The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities. |           |          |   |
| Knowledge and Skill Statement A.5   |     | The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions.                           |           |          |   |
| Essence Statement                   |     | Solves linear equations, inequalities, and systems.  |           |          |   |
| Prerequisite Skill (Old Curriculum) |     | identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ (3)                         |           |          |   |

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### Question 4

| Grade                                | EOC | Subject  | Algebra I | Question | 4 |
|--------------------------------------|-----|--|-----------|----------|---|
| Reporting Category 3                 |     | Writing and Solving Linear Functions, Equations, and Inequalities:<br>The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities. |           |          |   |
| Knowledge and Skill<br>Statement A.5 |     | The student applies the mathematical process standards to solve,   |           |          |   |
|                                      |     |  |           |          |   |
|                                      |     |  |           |          |   |

## Presentation Instructions for Question 1

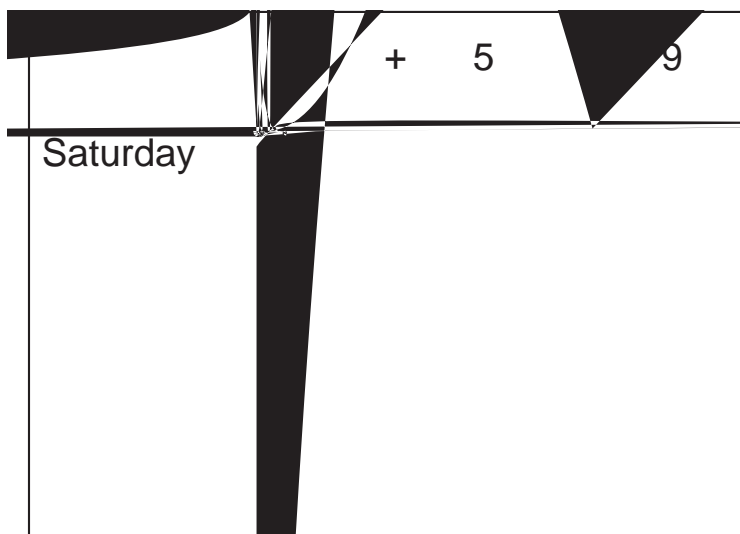
Present Stimulus 1.

Direct the student to the first equation. Communicate: On Saturday, a bike shop built four bikes in the morning and five bikes in the afternoon for a total of nine bikes.

Direct the student to the second equation. Communicate: On Sunday, the bike shop had nine bikes to sell. Four bikes were sold. Five bikes were left.

Communicate: Find the equations that show what happened on Saturday and Sunday at the bike shop.

Stimulus 1



## Presentation Instructions for Question 2

Present Stimulus 2a and 2b.

Direct the student to Stimulus 2a. Communicate: Seventy-seven newspapers were delivered to a school. A student delivered the newspapers to eleven classrooms. Each classroom received seven newspapers.

Direct the student to each answer choice in Stimulus 2b. Communicate: At the end of the week, the eleven classrooms each recycled their seven newspapers. Seventy-seven newspapers were recycled.

Communicate: Find the equation that shows the total number of newspapers that were recycled.

### Stimulus 2a

$$77 \text{ newspapers} \div 11 \text{ classrooms} = 7 \text{ newspapers per classroom}$$

### Stimulus 2b

\*

$$11 \text{ classrooms} \times 7 \text{ newspapers per classroom} = 77 \text{ newspapers}$$

$$11 \text{ classrooms} \times 6 \text{ newspapers per classroom} = 66 \text{ newspapers}$$

## Scoring Instructions

| Student Action  | Test Administrator Action   |
|---|---|
| If the student finds "11 × 7 = 77,"                                 | mark A for question 2 and move to question 3.   |
| If the student does not find "11 × 7 = 77,"                         | <ul style="list-style-type: none"><li>• model the desired student action by finding "11 × 7 = 77" and communicate "This is the equation that shows the total number of newspapers that were recycled and has the numbers 11, 7, and 77"; and</li><li>• replicate the initial presentation instructions.</li></ul> |
| After teacher modeling, if the student finds "11 × 7 = 77,"         | mark B for question 2 and move to question 3.   |
| After teacher modeling, if the student does not find "11 × 7 = 77," | mark C for question 2 and move to question 3.   |

### Presentation Instructions for Question 3

Present Stimulus 3a and 3b.

Direct the student to the first equation. Communicate: One day, a student stacked 75 boxes. He stacked 25 boxes per hour.

Direct the student to the second equation. Communicate: The next day, the student stacked 60 boxes. He stacked 20 boxes per hour.

Direct the student to the empty boxes. Communicate: The student worked the same number of hours each day. The number of hours he worked each day is missing.

Direct the student to each answer choice in Stimulus 3b. Communicate each answer choice.

Communicate: Find the number of hours the student worked each day.

Stimulus 3a

$$75 \text{ boxes} \div \boxed{\phantom{000}} = 25 \text{ boxes per hour}$$

$$60 \text{ boxes} \div \boxed{\phantom{000}} = 20 \text{ boxes per hour}$$

Stimulus 3b

30 hours

5 hours

\* 3 hours

## Presentation Instructions for Question 4

Present Stimulus 4a and 4b.

Direct the student to Stimulus 4a. Communicate: A student buys 5 boxes of cereal. Each box costs \$3.00. She has a coupon for \$2.00 off the total amount.

Direct the student to each answer choice in Stimulus 4b. Communicate each answer choice.

Communicate: Find the pair of equations that can be used to find how much money the student spends.

Stimulus 4a

