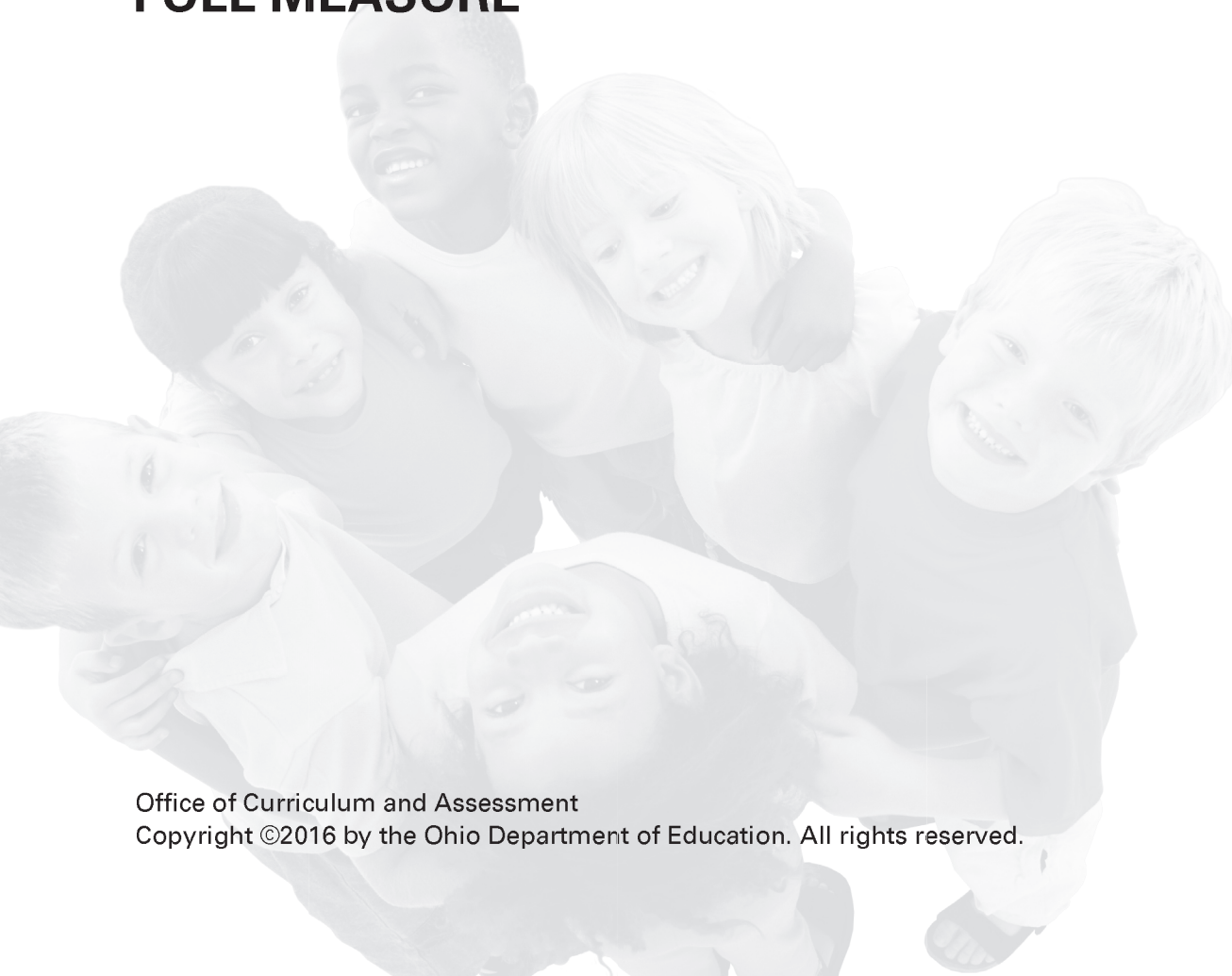


# Ohio's Diagnostic Assessments

# GRADE 2 MATHEMATICS

## Directions for Administration Manual

### FULL MEASURE



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

# ADMINISTRATION MANUAL

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## Introduction

This *Directions for Administration Manual (DFAM)* for the Ohio Diagnostic Assessments contains information on administering the Full Measure.

Before administering the Full Measure, Test Administrators (TAs) must review this DFAM to familiarize themselves with the policies and procedures, and materials necessary for conducting the administration.

For guidance on statewide requirements for administering and reporting results from the Ohio Diagnostic Assessments, please refer to the Ohio Department of Education website. Go to [education.ohio.gov](http://education.ohio.gov) and search key words: Diagnostic Assessments.

## Third Grade Reading Guarantee

Districts/schools must administer a reading diagnostic assessment to all students in grade one through grade three by September 30 and to all students in kindergarten by November 1 of each school year to meet the requirements of the Third Grade Reading Guarantee. Districts/schools must administer a mathematics diagnostic assessment to all students in grades one and two, and a writing diagnostic assessment to all students in grades one, two and three at least once during the school year. All results must be reported in the EMIS data collection.

## Use of Format

The Ohio Diagnostic Assessments were developed in two formats:

- **Screener**  – Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.
- **Full Measure**  - Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.

A specific format is to be administered at different times of the year to assess specific skills. The Screener will measure the end-of-year expectations of the previous year's standards; the reading Screener will be used to meet the requirements of the Third Grade Reading Guarantee. The Full Measure will measure end-of-year expectations of the current grade level.

There is no Short Screening Measure for the Ohio Diagnostic Assessments.

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## Test Administrator Criteria

The test administrator must meet this criteria:

- The person must be an employee of the district or school;
- The person must hold a current permit, license or certificate issued by the Ohio Dept. of Education.

If the person providing the accommodation is also administering the diagnostic assessment, then that person must also meet the test administrator criteria.

## Content Alignment

	Page Number	Item Number	Domain(s)	Standard(s)
<b>Activity 1</b>				
	9	1	Number and Operations in Base Ten	2.NT.B.3
	9	2	Number and Operations in Base Ten	2.NT.B.3
	10	3	Number and Operations in Base Ten	2.NT.A.1b
	11	4	Number and Operations in Base Ten	2.NT.B.4
	11	5	Number and Operations in Base Ten	2.NT.B.4
	12	6	Measurement and Data	2.MD.A.2
	14	7	Operations and Algebraic Thinking	2.OA.C.4

	Page Number	Item Number	Domain(s)	Standard(s)
<b>Activity 2</b>				
	17	8	Number and Operations in Base Ten	2.NT.B.3
	17	9	Number and Operations in Base Ten	2.NT.B.3
	18	10	Number and Operations in Base Ten	2.NT.B.3
	19	11	Number and Operations in Base Ten	2.NT.B.2
	20	12	Number and Operations in Base Ten	2.NT.C.5
	21	13	Number and Operations in Base Ten	2.NT.C.6
	22	14	Number and Operations in Base Ten	2.NT.C.8
<b>Activity 3</b>				
	24	15	Geometry	2.G.A.1
	25	16	Geometry	2.G.A.1
	27	17	Measurement and Data	2.MD.C.8
	28	18	Measurement and Data	2.MD.C.8
	29	19	Measurement and Data	2.MD.C.8
	30	20	Operations and Algebraic Thinking	2.OA.A.1

	Page Number	Item Number	Domain(s)	Standard(s)
<b>Activity 4</b>				
	33	21	Operations and Algebraic Thinking	2.OA.C.4
	35	22	Operations and Algebraic Thinking	2.OA.A.1
	37	23	Operations and Algebraic Thinking	2.OA.C.4
	39	24	Measurement and Data	2.MD.A.1
	40	25	Measurement and Data	2.MD.A.2
	42	26	Measurement and Data	2.MD.A.4
	44	27	Geometry	2.G.A.1
	45	28	Geometry	2.G.A.1
	46	29	Geometry	2.G.A.1

## Students Who Require Accommodations

### *Definition of an Accommodation*

For Ohio’s Diagnostic Assessments, accommodations are considered to be adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English language learners.

### *Criteria for the Use of Accommodations*

Accommodations should:

- Provide equitable access during instruction and assessment;
- Mitigate the effects of a student’s disability or English language learner status;

- 
- Not reduce learning or performance expectations;
  - Not change the construct being assessed;
  - Not compromise the integrity or validity of the assessment;
  - For students with disabilities, be documented in the IEP or 504 plan.

### *Special Considerations for the Read-Aloud, Scribe and Mathematical Tools Accommodations for Students with Disabilities*

As with all testing accommodations, the read-aloud, scribe and mathematical tools accommodations should not change the construct being assessed, i.e., change what is being measured by the task. Therefore, consider these guidelines when providing these accommodations:

- *Read-Aloud*: The test administrator should consider the read-aloud for the reading diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Literature: Key Ideas and Details*, then reading the passage and items in the task will not change what the activity is measuring. However, if the Strand/Topic for an activity is *Foundational Skills: Phonics and Word Recognition* or *Foundational Skills: Fluency*, then reading any of the activity to the student would change what the activity is measuring and therefore should not be read aloud.
- *Scribe*: The test administrator should consider use of a scribe for the writing diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Language: Conventions of Standard English*, then use of a scribe would not be appropriate in many cases since writing for the student would change what the activity is measuring. However, if an activity is testing multiple Strands/Topics, for example, *Writing: Text Types and Purposes* and *Language: Conventions of Standard English*, use of a scribe may be appropriate. Since rubrics for writing activities include multiple skills, use of a scribe in these instances would allow a student who qualifies for the accommodation to show what they know and can do in areas other than *Conventions* such as *Content*, *Written Expression* and *Grammar*. The scribe should write the student's verbatim response without changing the response in any way. The student should indicate capitalization and punctuation. Please refer to [Appendix C - Protocol for Scribing and Transcribing Student Responses](#) in [Ohio's Accessibility Manual with Appendices](#) for more details.

- 
- *Mathematical tools:* Calculators are not allowed on Ohio’s Diagnostic Assessments. Students with disabilities may use mathematical tools as an accommodation to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels. Allowed mathematical tools include 100s chart, base 10 blocks, counters and counting chips, cubes, square tiles, two-colored chips and algebra tiles.

There are no special versions (e.g., large print, Braille, English audio CD or foreign language CDs) of the Ohio Diagnostic Assessments.

### *Accommodations for English Language Learners*

Allowable accommodations for English language learners (ELLs) on any of Ohio’s Diagnostic Assessments include use of a word-to-word dictionary and extended time. Additionally, mathematics tests may be orally translated. The department does not reimburse for translators for the diagnostic tests. Test administrators should determine accommodations for ELLs on a student-by-student basis, taking into consideration the student’s language acquisition level and familiarity with the accommodation. For example, a word-to-word dictionary may not be appropriate for a student with low English language acquisition or who does not use a dictionary regularly.

For more information on accessibility and accommodations, refer to the [Ohio’s Accessibility Manual](#). Go to [education.ohio.gov](http://education.ohio.gov) and search keywords: *accessibility manual*.

## **Test Administration Procedures**

### Before the Test

#### **Materials Needed for Testing**

Please print these materials from the website.

- TAs will need this manual.
- a Student Booklet (one per student)
- a Student Score Sheet (one per student)



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## Teacher Provided Materials

- Centimeter Ruler
- Inches Ruler

The teacher provided materials are intended to be instructional materials that may be found in the classroom. It is not the intent to have the teacher purchase additional materials.

## Preparing to Give the Test

The following steps are recommended to prepare for the administration:

- Collect the necessary materials listed above
- Review the script to ensure you are familiar with the assessment
- Check which students are to receive accommodations and make sure the students are familiar with the procedure.

## During the Test Administration

### **Administration Types: Group vs. Individual**

The Ohio Diagnostic Assessment activities have two different administration types: group and individual, or one-on-one.

### **Oral Scripts**

To ensure standardized administration conditions across the state, this manual contains directions that you will read to students, including oral scripts. All information to be read aloud to students will be printed in **bold** type. Do not deviate from the directions or the scripts. TAs may read the question and related text up to three times, if needed or requested by the student, unless stated otherwise in the directions for a particular activity.

## After the Test

At the conclusion of testing, TAs must use the scoring guidelines presented in the DFAM to score the students' responses. TAs must then mark the appropriate score on the Score Sheet.

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# Activity 1

## Questions 1 – 7

Type of Administration: Group

Estimated Time to Administer: 15 – 20 minutes

### Materials

- Student Booklet
- Student Score Sheet

### Teacher Provided Materials

- Centimeter Ruler
- Inches Ruler

### Notes

- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

### Supplemental Instructions

- Question 6 asks students to measure using a ruler with inches and a ruler with centimeters. Please make sure that each student has a ruler with inches and a ruler with centimeters.

### Getting Started

Ask students to open the Student Booklet to page 1.

**Today you will be doing a math activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

- 
1. Write “five hundred eighty-six” as a number: \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
1	The student correctly writes “586.”
0	The response is incorrect or irrelevant.

2. Write “two hundred fifty-three” as a number:
- \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
1	The student correctly writes “253.”
0	The response is incorrect or irrelevant.

- 
3. There are ones, tens and hundreds places in this number: 846

What digit is in the ones place in 846?

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What digit is in the tens place in 846?

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What digit is in the hundreds place in 846?

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**Scoring Guidelines**

Points	Student Response
1	The student correctly identifies the 6 is in the ones place, the 4 is in the tens place and the 8 is in the hundreds place.
0	The response is incorrect or irrelevant.

- 
4. Use the  $<$ ,  $>$  or  $=$  symbol to compare these two numbers:

981 \_\_\_\_\_ 989

**Scoring Guidelines**

Points	Student Response
1	The student correctly writes " $<$ ."
0	The response is incorrect or irrelevant.

5. Use the  $<$ ,  $>$  or  $=$  symbol to compare these two numbers:

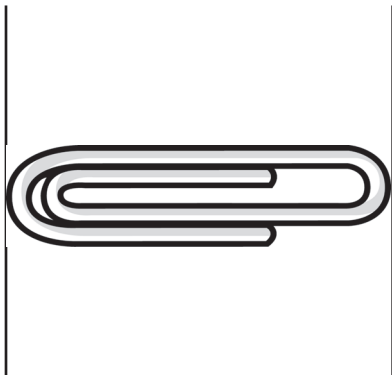
542 \_\_\_\_\_ 489

**Scoring Guidelines**

Points	Student Response
1	The student correctly records " $>$ ."
0	The response is incorrect or irrelevant.

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6. Measure this paper clip in inches and in centimeters.



Paper clip length: \_\_\_\_\_ inches

Paper clip length: \_\_\_\_\_ centimeters

Why is there a difference in the two measures?

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## Scoring Guidelines

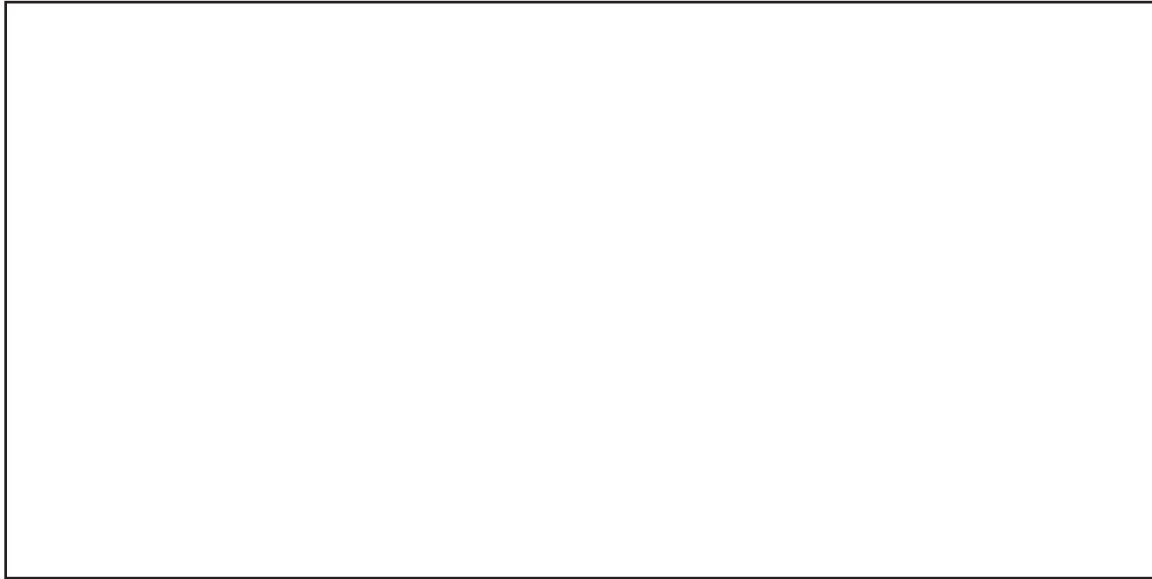
### Exemplar Response:

- 2 inches  
5 centimeters  
I had 5 centimeters but only 2 inches because 1 inch is longer than 1 centimeter.
- 2 inches is a smaller number because an inch unit is bigger than a centimeter unit. The 5 centimeters are smaller units, so my answer will be a larger number.
- The smaller the unit measure the more units it takes to cover the length of the paper clip. That is why the 5 units or centimeters is a bigger number than the 2 units or inches.

Points	Student Response
2	The focus of this task is measuring the length twice using different lengths and describing how the two measurements relate to the size of the unit chosen. The response provides the correct lengths and an adequate explanation.
1	<p>The response shows partial evidence of measuring the length twice using different lengths and describing how the two measurements relate to the size of the unit chosen; however, the solution may be incomplete or slightly flawed.</p> <p>1 point sample answer:</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> <li>• Provide two correct measurements. OR</li> <li>• Provide a correct explanation.</li> </ul>
0	<p>The response provides inadequate evidence of measuring the length twice using different lengths and describing how the two measurements relate to the size of the unit chosen. The response provides major flaws in explanations or irrelevant information.</p> <p>0 point sample answer:</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> <li>• Give only one correct measurement.</li> <li>• Restate the information provided in the item.</li> <li>• Be blank or give irrelevant information.</li> </ul>

- 
7. June has 4 bags of candy. There are 3 pieces of candy in each bag.

Show pictures or an equation that would help you solve this problem.



How many pieces of candy does June have altogether?

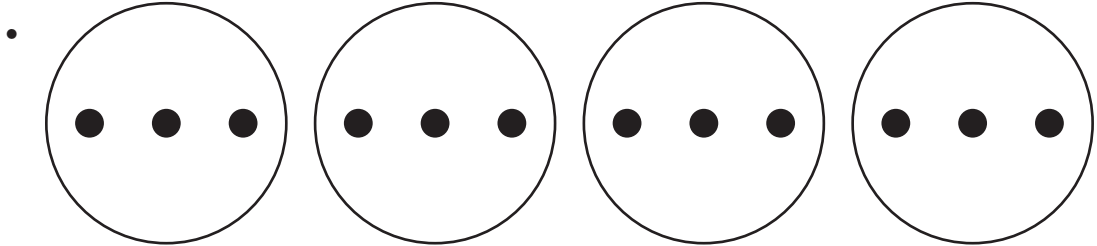
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## Scoring Guidelines

### Exemplar Response:

Correct answers include, but are not limited:



12

- 12  
 $3 + 3 + 3 + 3 = 12$
- 12  
3, 6, 9, 12

Points	Student Response
2	The student correctly writes "12" with adequate explanation.
1	The student writes "12" without an adequate explanation OR provides a correct strategy with a miscalculation.
0	The response is incorrect or irrelevant.

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## Activity 2

### Questions 8 – 14

Type of Administration: Group

Estimated Time to Administer: 15 – 20 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Notes

- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

#### Getting Started

Ask students to open the Student Booklet to page 6.

**Today you will be doing a math activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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8. Write 194 in expanded form: \_\_\_\_\_

**Scoring Guidelines**

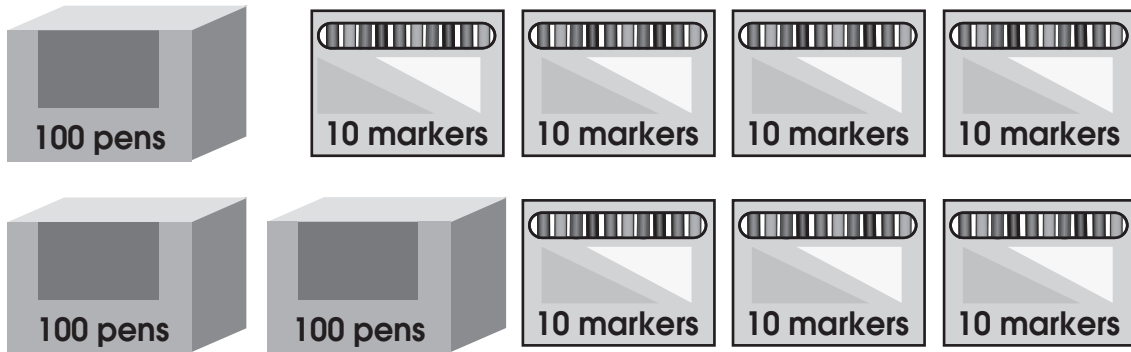
Points	Student Response
1	The student correctly responds "100 + 90 + 4" or 1 hundred, 9 tens, 4 ones.
0	The response is incorrect or irrelevant.

9. Write 850 in expanded form: \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
1	The student correctly writes "800 + 50" or 8 hundreds, 5 tens, 0 ones.
0	The response is incorrect or irrelevant.

10. Mr. King has boxes that hold 100 pens. He also has packs of 10 markers as shown.



Write the total number of pens and markers:

\_\_\_\_\_

Write the total number of pens and markers in expanded form:

\_\_\_\_\_

### Scoring Guidelines

Points	Student Response
2	The student correctly writes "370" AND "300 + 70."
1	The student correctly writes "370" OR "300 + 70."
0	The response is incorrect or irrelevant.

---

11. You are going to count up by 5s. Start with 80 and count up by 5s.

80, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### Scoring Guidelines

Points	Student Response
2	The student writes the correct eight numbers: 85, 90, 95, 100, 105, 110, 115, 120.
1	The student writes the numbers with one or two omissions or mistakes. An omission or a mistake is reversing two numbers, placing one number out of sequence by more than one place, or skipping a number.
	1 point sample answer:  For example, the response may be: <ul style="list-style-type: none"><li>• 90, 85, 95, 100, 105, 110, 115, 120</li><li>• 120, 85, 90, 95, 100, 105, 110, 115</li><li>• 85, 90, 95, 100, 110, 105, 120, 115</li></ul>
0	The response is incorrect or irrelevant.
	0 point sample answer:  For example, the response may: <ul style="list-style-type: none"><li>• Include three or more mistakes.</li><li>• Be an incorrect or irrelevant response.</li><li>• Be blank or give irrelevant information.</li></ul>

12. Solve  $56 - 37$ .

Show how you found your answer.

### Scoring Guidelines

**Exemplar Response:**

Possible solutions include:

- $37 + 3 = 40$   
 $40 + 10 = 50$   
 $50 + 6 = 56$   
 $3 + 10 + 6 = 19$

- $$\begin{array}{r} 56 \\ -10 \\ \hline 46 \end{array}$$

46

$$\begin{array}{r} -9 \\ \hline 37 \end{array}$$

$$9 + 10 = 19$$

Note: Other strategies are acceptable

Points	Student Response
2	The student correctly writes "19" with adequate supporting work.
1	The student correctly writes "19" OR shows a correct strategy with a minor calculation error.
0	The response is incorrect or irrelevant.

13. Solve  $13 + 11 + 25$ .

Show how you found your answer.

### Scoring Guidelines

**Exemplar Response:**

Correct responses include:

- $$\begin{array}{r} 13 \\ + 11 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 24 \\ + 25 \\ \hline 49 \end{array}$$

- $3 + 1 + 5 = 9$   
 $10 + 10 + 20 = 40$   
 $40 + 9$  is 49.

Note: Other strategies are acceptable

Points	Student Response
2	The student writes "49" with adequate supporting work.
1	The student writes "49" OR shows a correct strategy with a minor calculation error.
0	The response is incorrect or irrelevant.

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14. Circle the number that is 100 less than 496.

596    396    486

**Scoring Guidelines**

Points	Student Response
1	The student correctly circles "396."
0	The response is incorrect or irrelevant.



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## Activity 3

### Questions 15 – 20

Type of Administration: Group

Estimated Time to Administer: 15 – 20 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Notes

- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

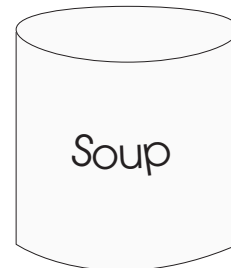
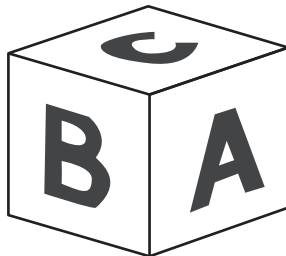
#### Getting Started

Ask students to open the Student Booklet to page 8.

**Today you will be doing a math activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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15. Circle the object with the greatest number of edges.

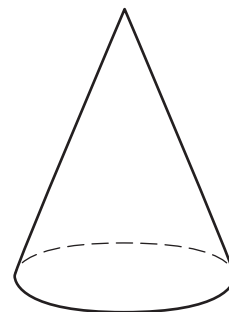
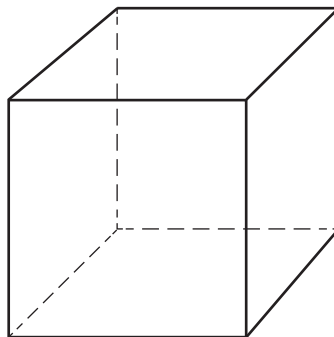
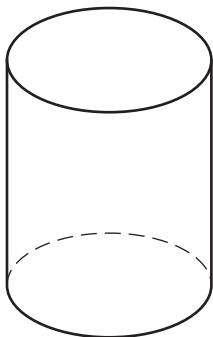


**Scoring Guidelines**

Points	Student Response
1	The student circles the cube.
0	The response is incorrect or irrelevant.

---

16. Here are three shapes.



A. Circle the cylinder.

B. What is one flat shape needed to make a cylinder?

\_\_\_\_\_

C. How many of those flat shapes were used?

\_\_\_\_\_

### Scoring Guidelines

Points	Student Response
3	The response includes: A. Circles the cylinder B. Identifies a circle or a rectangle C. Identifies 2 circles or 1 rectangle
2	The response contains two of the three correct answers.  OR  The response shows an incorrect shape in Part A, but correctly uses that shape in Part B AND Part C.
1	The response contains one of the three correct answers.  OR  The response shows an incorrect shape in Part A, but correctly uses that shape in Part B OR Part C.
0	The response is incorrect or irrelevant.

17. The coins show how much Sam earns doing his chores each week.



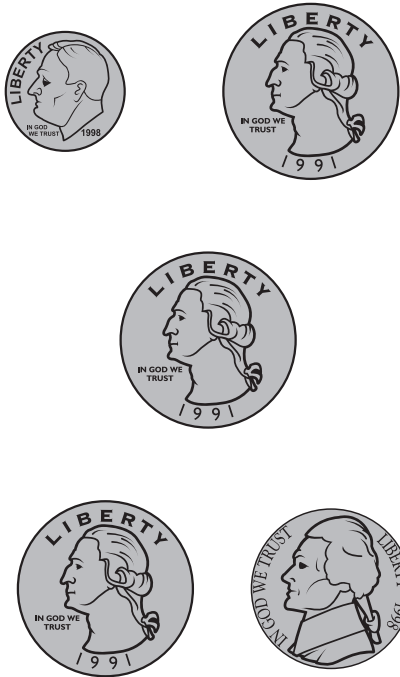
Using the cent sign (¢), write the amount of money he earned.

\_\_\_\_\_

### Scoring Guidelines

Points	Student Response
1	The student correctly writes "68¢."
0	The response is incorrect or irrelevant.

18. Alana found these coins in her pocket.



How much money did Alana find?

\_\_\_\_\_ ¢

### Scoring Guidelines

Points	Student Response
1	The student correctly writes "90."
0	The response is incorrect or irrelevant.

19. Lisa found these coins in her pocket.



How much money did Lisa find?

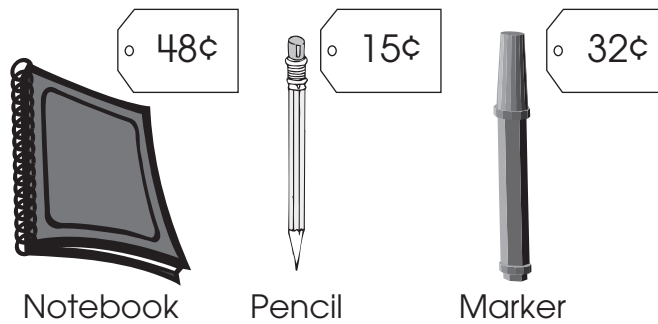
Using the cent sign (¢), write the amount of money Lisa found.

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#### Scoring Guidelines

Points	Student Response
1	The student correctly writes "60¢."
0	The response is incorrect or irrelevant.

20. Mary bought two of these three objects. She spent 47 cents.



A. Which two objects did she buy?

\_\_\_\_\_ and \_\_\_\_\_

She gave 90 cents to the salesperson.

B. Write an equation that shows how to find the amount of change.

\_\_\_\_\_

C. Her change was \_\_\_\_\_.



## Scoring Guidelines

**Exemplar Response:**

- Pencil and Marker  
 $47 + ? = 90$   
43 cents
- Pencil and Marker  
 $90 - 47 = ?$   
43 cents

Points	Student Response
2	The student identifies the marker and pencil AND a correct amount of change AND identifies 43 cents in change.
1	The student identifies the marker and pencil OR a correct amount of change OR identifies 43 cents in change.
0	Student identifies an answer other than the marker and pencil AND an incorrect amount of change AND does not identify 43 cents in change.

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## Activity 4

### Questions 21 – 29

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Teacher Provided Materials

- Centimeter Ruler
- Inches Ruler

#### Notes

- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

#### Supplemental Instructions

- Questions 24 and 26 ask students to measure using a ruler with inches. Please make sure that each student has a ruler with inches for these questions.
- Questions 27, 28 and 29 ask students to draw a shape. Students may use the ruler as a straight edge for these items.

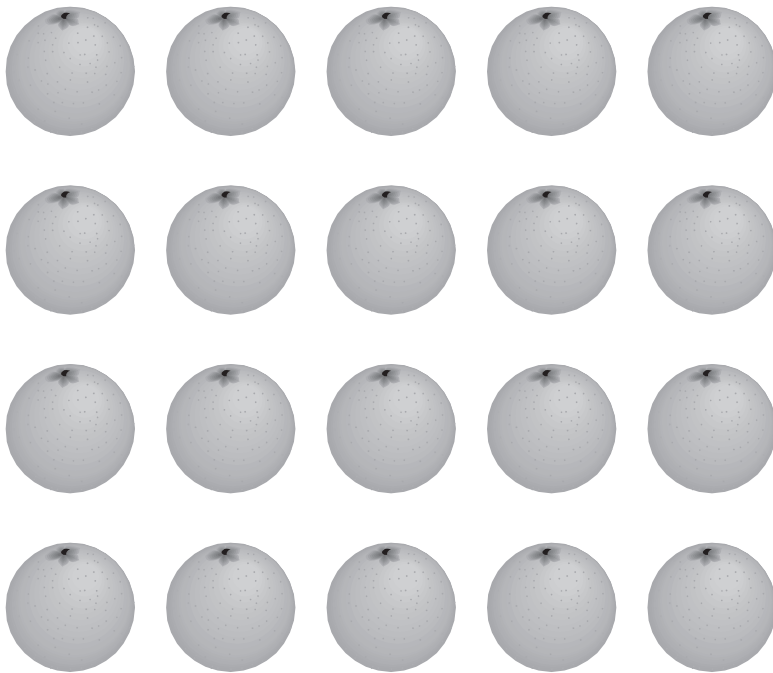
#### Getting Started

Ask students to open the Student Booklet to page 14.

**Today you will be doing a math activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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21. Mrs. Jones has these oranges.



Use the rectangular array to write an equation that shows the number of oranges that Mrs. Jones has.

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## Scoring Guidelines

### Exemplar Response:

- $4 + 4 + 4 + 4 + 4 = 20$
- $5 + 5 + 5 + 5 = 20$
- $5 \times 4 = 20$
- $4 \times 5 = 20$

Points	Student Response
2	The focus of this task is using addition to find the total number of objects arranged in rectangular arrays. The response provides the correct number of oranges with a correct number sentence.
1	<p>The response shows partial evidence of using addition to find the total number of objects arranged in rectangular arrays; however, the solution may be incomplete or slightly flawed.</p> <p>1 point sample answer:</p> <p>For example, the response may:</p> <ul style="list-style-type: none"><li>• Give the correct number of oranges.</li><li>• Give a correct expression (<math>4 + 4 + 4 + 4 + 4</math> or <math>5 + 5 + 5 + 5</math>).</li></ul>
0	<p>The response provides inadequate evidence of using addition to find the total number of objects arranged in rectangular arrays. The response provides major flaws in explanations or irrelevant information.</p> <p>0 point sample answer:</p> <p>For example, the response may:</p> <ul style="list-style-type: none"><li>• Give <math>4 + 5 = 9</math>.</li><li>• Restate the information provided in the item.</li><li>• Be blank or give irrelevant information.</li></ul>

- 
22. Brian has 60 marbles. He gave some to his friend and now has 25 marbles left.

Write an equation with a symbol for the unknown number to represent this problem.

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Use pictures, numbers, or words to show how many marbles Brian gave his friend.

## Scoring Guidelines

### Exemplar Response:

Correct answers are not limited to, but include:

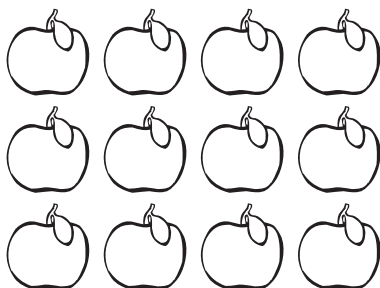
- $25 + ? = 60$   
35
- $60 - 25 = ?$

I drew 12 groups of 5 marbles then crossed out 5 groups. I counted 35 marbles left.

Points	Student Response
2	The student writes an accurate equation AND a correct solution.
1	The student writes an accurate equation OR a correct solution.
0	The response is incorrect or irrelevant.

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23. Molly picked the apples shown.



Part A. How many apples did Molly pick? \_\_\_\_\_

Part B. Circle the word that describes the number of apples she picked.

Odd

Even

Part C. Molly wants to put an equal number of apples into each of two baskets.

How many apples should she put in each basket?

\_\_\_\_\_

Part D. Show how to find the number of apples in each basket with an equation.

## Scoring Guidelines

### Exemplar Response:

Correct responses include, but are not limited to:

- 12  
Even  
6  
I know  $6 + 6 = 12$ .

Points	Student Response
4	The response: <ul style="list-style-type: none"><li>• states there are 12 apples.</li><li>• indicates "even."</li><li>• indicates that there can be two baskets of 6 apples.</li><li>• provides a correct equation.</li></ul>
3	The student provides three of the four correct pieces.
2	The student provides two of the four correct pieces.
1	The student provides one of the four correct pieces.
0	The response is incorrect or irrelevant.



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24. Measure this paintbrush in inches.



The paintbrush is \_\_\_\_\_ inches long.

**Scoring Guidelines**

Points	Student Response
1	The response correctly states that the paintbrush is 5 inches long. The student selects the tool that measures inches.
0	The response is incorrect or irrelevant. The student chooses a tool that measures in inches and centimeters, but measures in centimeters instead of inches.

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25. Here is a paintbrush.



Kara will measure this paintbrush in centimeters and in inches.

Would the number of centimeters be more or less than the number of inches?

A. Circle your answer.

More      Less

B. Explain how you know.

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## Scoring Guidelines

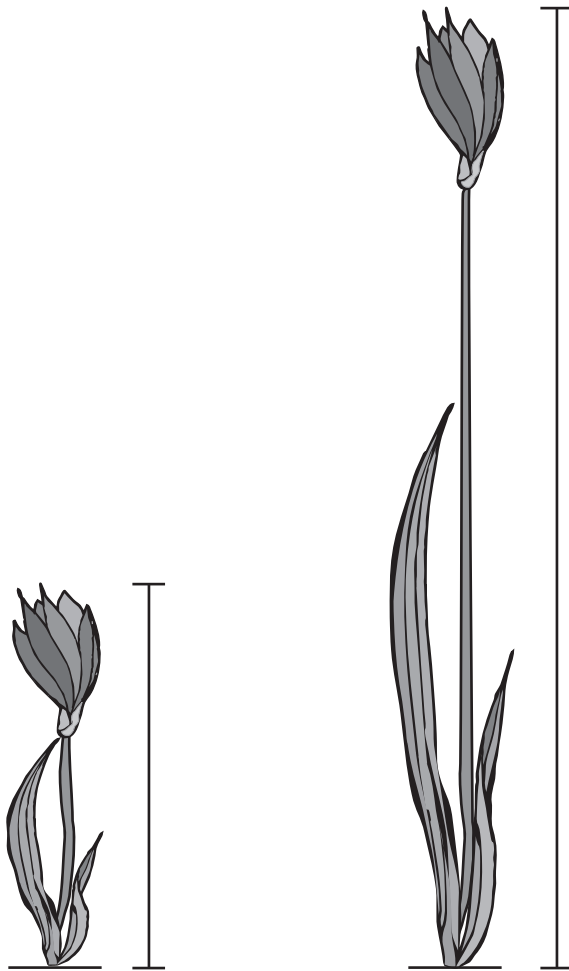
**Exemplar Response:**

Correct explanations include but are not limited to:

- centimeters are smaller than inches
- there are more centimeters than inches on the ruler

Points	Student Response
2	The student circles "more" AND provides an adequate explanation.
1	The student circles "more" OR provides an adequate explanation.
0	The student response is incorrect or irrelevant.

26. Jen and Kim grew these two flowers.



Jen's Flower

Kim's Flower

In inches, how much taller is Kim's flower? \_\_\_\_\_

Show or explain how you found your answers.

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## Scoring Guidelines

### Exemplar Response:

- 3 inches  
I measured the two flowers and  $5 - 2 = 3$  inches.
- 3 inches  
 $2 + ? = 5$ .

Points	Student Response
2	The focus of this task is measuring to determine how much longer one object is than another. The response provides that Kim's plant is 3 inches taller with adequate work or explanation.
1	The response shows partial evidence of measuring to determine how much longer one object is than another; however, the solution may be incomplete or slightly flawed.
	1 point sample answer:  For example, the response may: <ul style="list-style-type: none"><li>• Provide two correct plant measurements.</li><li>• Provide a correct explanation for finding the difference.</li></ul>
0	The response provides inadequate evidence of measuring to determine how much longer one object is than another. The response provides major flaws in explanations or irrelevant information.
	0 point sample answer:  For example, the response may: <ul style="list-style-type: none"><li>• State only that Kim's flower is taller.</li><li>• Restate the information provided in the item.</li><li>• Be blank or give irrelevant information.</li></ul>

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27. Draw a shape with five sides and five angles.

Write the name of your shape:

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**Scoring Guidelines**

Points	Student Response
2	The student draws a five-sided shape AND names it a "pentagon."
1	The student draws a five-sided shape OR names it a "pentagon."
0	The response is incorrect or irrelevant.

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28. Draw the shape that has three equal sides and three angles.

Write the name of your shape: \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
2	The student draws a triangle AND the triangle has three roughly equal sides AND names the figure a "triangle."
1	The student: <ul style="list-style-type: none"><li>• draws a triangle OR</li><li>• draws a shape with roughly equal sides OR</li><li>• names the figure a "triangle."</li></ul>
0	The response is incorrect or irrelevant.

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29. Draw a shape with four sides.

Write the name of your shape: \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
2	The student draws a four-sided shape AND uses the correct term (which may include "square", "rectangle", "trapezoid", "parallelogram", "rhombus", or "quadrilateral").
1	The student draws a four-sided shape OR uses a correct term (which may include "square", "rectangle", "trapezoid", "rhombus", or "quadrilateral").
0	The response is incorrect or irrelevant.





