Ohio | Department of Education

Ohio's Diagnostic Assessments

GRADE 1
MATHEMATICS

Directions for Administration Manual
FULL MEASURE
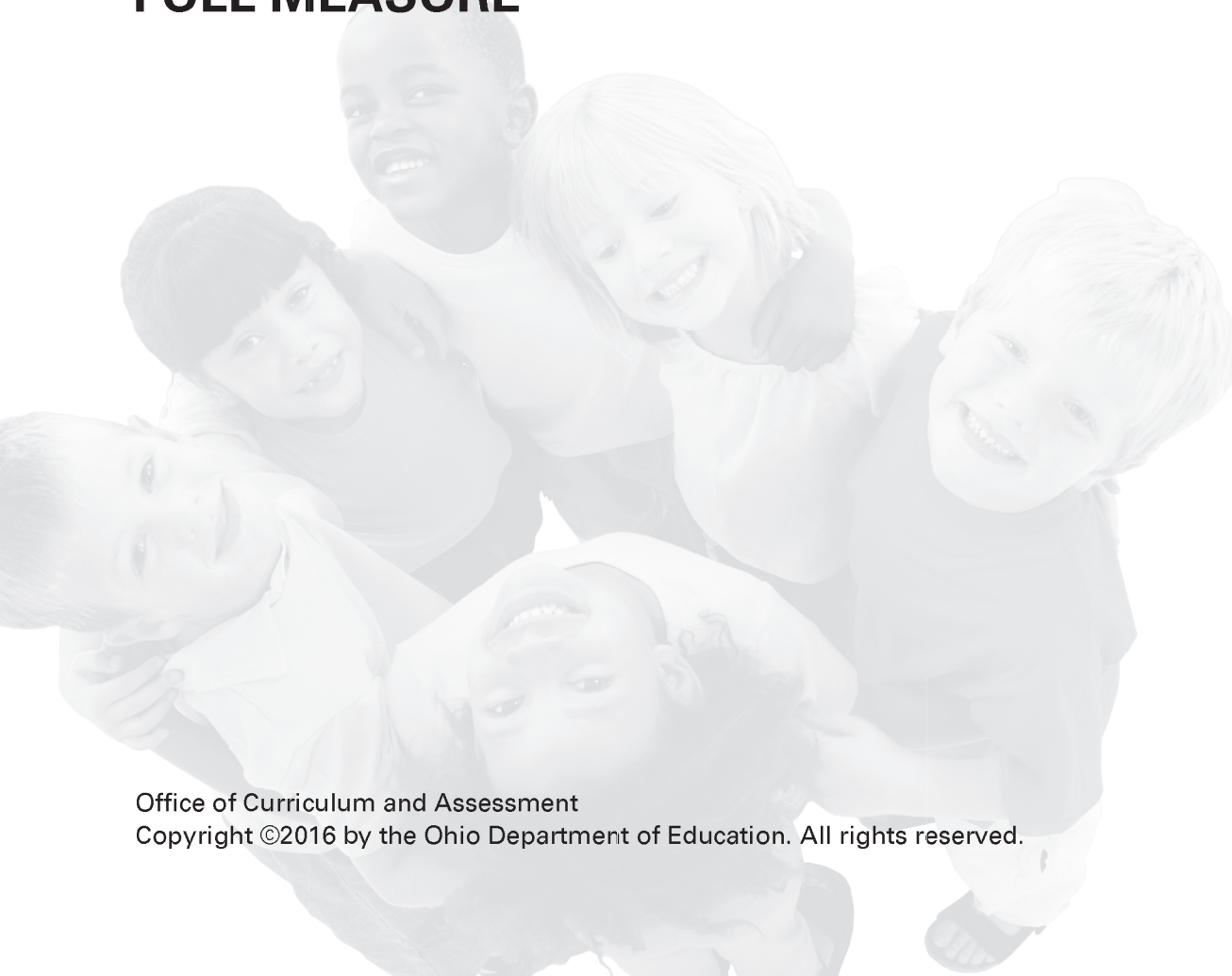
ADMINISTRATION MANUAL

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 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.

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)
Activity 1				
	10	1	Number and Operations in Base Ten	1.NT.C.4
	11	2	Number and Operations in Base Ten	1.NT.C.4
	12	3	Number and Operations in Base Ten	1.NT.C.4
	13	4	Number and Operations in Base Ten	1.NT.C.6
	14	5	Number and Operations in Base Ten	1.NT.B.2b
	15	6	Number and Operations in Base Ten	1.NT.B.2a
	16	7	Operations and Algebraic Thinking	1.OA.D.8
	16	8	Operations and Algebraic Thinking	1.OA.D.8
	17	9	Operations and Algebraic Thinking	1.OA.D.8
	17	10	Operations and Algebraic Thinking	1.OA.D.8

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 1 (continued)				
	18	11	Operations and Algebraic Thinking	1.OA.A.1
	20	12	Operations and Algebraic Thinking	1.OA.D.8
	20	13	Operations and Algebraic Thinking	1.OA.D.8
	21	14	Operations and Algebraic Thinking	1.OA.A.1
	22	15	Number and Operations in Base Ten	1.NT.B.3
	22	16	Number and Operations in Base Ten	1.NT.B.3
	23	17	Number and Operations in Base Ten	1.NT.B.3
	23	18	Number and Operations in Base Ten	1.NT.B.3
	24	19	Number and Operations in Base Ten	1.NT.B.3
	24	20	Number and Operations in Base Ten	1.NT.B.3
Activity 2				
	26	21	Measurement and Data	1.MD.C.4
	27	22	Measurement and Data	1.MD.C.4
	27	23	Measurement and Data	1.MD.C.4
	28	24	Measurement and Data	1.MD.C.4
	28	25	Measurement and Data	1.MD.C.4
	29	26	Measurement and Data	1.MD.B.3
	30	27	Measurement and Data	1.MD.B.3
	31	28	Measurement and Data	1.MD.B.3

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 2 (continued)				
	32	29	Geometry	1.G.A.3
	32	30	Geometry	1.G.A.3
	33	31	Geometry	1.G.A.1
	35	32	Geometry	1.G.A.1
	37	33	Measurement and Data	1.MD.B.3
	38	34	Measurement and Data	1.MD.B.3
	39	35	Number and Operations in Base Ten	1.NT.A.1
	40	36	Number and Operations in Base Ten	1.NT.A.1
Activity 3				
	42	37	Measurement and Data	1.MD.A.2
	43	38	Number and Operations in Base Ten	1.NT.C.4
	45	39	Number and Operations in Base Ten	1.NT.C.6
	45	40	Number and Operations in Base Ten	1.NT.C.5

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 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)

Teacher Provided Materials

- Paper clips (10)
- Base Ten Blocks (ones cubes and rods of 10)
- Paper and Pencil Optional

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.

Activity 1

Questions 1 – 20

Type of Administration: Group

Estimated Time to Administer: 30 – 45 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 1.

Today you will be doing a math activity in this booklet. At the bottom of some pages you will see the word "STOP." This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Here, you will be reasoning with numbers.

This is a hundreds chart. You will be using a chart like this to answer some questions. Turn to page 2.

A new chart is presented for each question. Make sure students are responding on the correct page in their booklets.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. **Find 38 on the chart. Color the number that is 20 more than 38.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student colors the number 58.
0	The response is incorrect or irrelevant.

2. **Find 53 on the chart. Color the number that is 40 more than 53.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student correctly colors the number 93.
0	The response is incorrect or irrelevant.

3. **Find 80 on the chart. Color the number that is 60 less than 80.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student colors the number 20.
0	The response is incorrect or irrelevant.

4. **Find 90 on the chart. Color the number that is 20 less than 90.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student colors the number 70.
0	The response is incorrect or irrelevant.

5. **Color the number that has 1 ten and 9 ones in the chart below.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student colors, or otherwise indicates, the number 19.
0	The response is incorrect or irrelevant.

6.   **In the chart, color the number that has 7 tens and 6 ones.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Scoring Guidelines

Points	Student Response
1	The student colors, or otherwise indicates, the number 76.
0	The response is incorrect or irrelevant.

7. **What number belongs in the box?**

$$\square + 8 = 14$$

Scoring Guidelines

Points	Student Response
1	The student identifies the number 6 or an equivalent expression for 6.
0	The response is incorrect or irrelevant.

8. **What number belongs in the box?**

$$9 - \square = 5$$

A. 4

B. 5

C. 14

9. **What number belongs in the box?**

$$4 + 7 = \boxed{}$$

A. 9

B. 10

C. 11

10. **What number belongs in the box?**

$$\boxed{} - 3 = 6$$

A. 3

B. 6

C. 9

11. **Mario has some books. His sister gave him 4 more books. Now he has 12 books.**

How many books did Mario start with?

Show your thinking using a drawing or equation.

Mario started with _____ books.

Scoring Guidelines

Exemplar Response:
Correct responses include but are not limited to:
- 8

  8 + 4 = 12

Points	Student Response
2	The response provides a correct strategy AND states the answer, 8 books.
1	The response provides a correct strategy with an incorrect or missing answer. OR The response states the answer, 8 books, with an incorrect or missing strategy.
0	The response is incorrect or irrelevant.

12. **What number belongs in the box?**

$$\boxed{} + 5 = 11$$

   A. 4

   B. 5

   C. 6

13. **What number plus six equals ten?** _____

   Scoring Guidelines

Points	Student Response
1	The student indicates the number 4; for example, student says "4" or four.
0	The response is incorrect or irrelevant.

14. **Nora has a bag of 7 apples. She takes some out. There are 5 apples left in the bag.**

Use pictures or numbers to show your thinking.

Nora took _____ apples from the bag.

Scoring Guidelines

Exemplar Response:

Correct responses include but are not limited to:
      • 7 - ? = 5
     two
      • There are five apples left, so 6, 7.
     Nora took out 2.

Points	Student Response
2	The response shows a correct process using pictures or numbers AND writes "2" or "two."
1	The response shows a correct process using pictures or numbers OR writes "2" or "two."
0	The response is incorrect or irrelevant.

Now you will be comparing numbers.

15. **Circle the larger number:**

13   15

Scoring Guidelines

Points	Student Response
1	The student correctly circles 15.
0	The response is incorrect or irrelevant.

16. **Circle the smaller number:**

37   33

Scoring Guidelines

Points	Student Response
1	The student correctly circles 33.
0	The response is incorrect or irrelevant.

17. **Circle the greater number:**

$$53 \qquad 47$$

Scoring Guidelines

Points	Student Response
1	The student correctly circles 53.
0	The response is incorrect or irrelevant.

18. **Use one of these symbols to compare 29 and 31:**

$$< \qquad > \qquad =$$

$$29 \qquad 31$$

Scoring Guidelines

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

19. **Use one of these symbols to compare 34 and 43.**

$$< \qquad > \qquad =$$

$$34 \qquad 43$$

Scoring Guidelines

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

20. **Use one of these symbols to compare 19 and 22.**

$$< \qquad > \qquad =$$

$$19 \qquad 22$$

Scoring Guidelines

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

Activity 2

Questions 21 – 36

Type of Administration: Group

Estimated Time to Administer: 30 – 45 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 16.

Today you will be doing a math activity in this booklet. At the bottom of some pages you will see the word "STOP." This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Favorite Animals

Here is a chart that shows the favorite animal of some students.

Show students the chart in the student book.

Favorite Animals

Animals	Number of People
(parrot)	XXXX
(cat)	XXXXXX
(dog)	XXXXXXXXX

Number of People
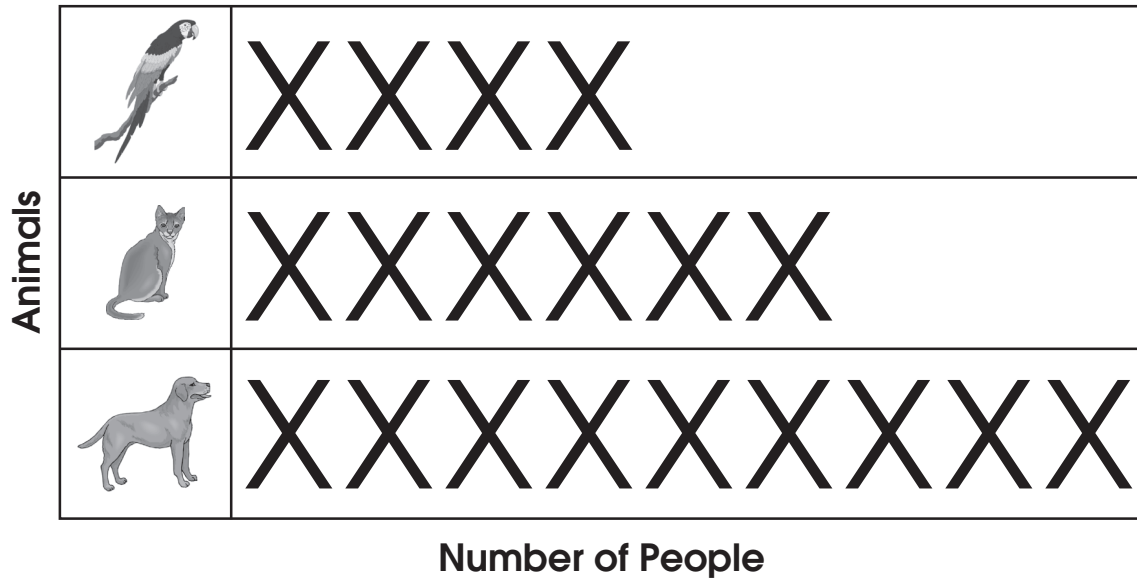
21. **Circle the animal that students chose the most.**

You may prompt students by repeating, **"the animal that students chose the MOST."**

Scoring Guidelines

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

22. **Circle the animal the students chose the fewest times.**

You may prompt students by repeating, **"the animal the students chose the fewest times."**

Scoring Guidelines

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

23. **How many different kinds of animals are on the chart?** _____

Scoring Guidelines

Points	Student Response
1	The student writes 3 OR says three.
0	The response is incorrect or irrelevant.

24.   **How many more students like cats than birds?** _____

Scoring Guidelines

Points	Student Response
1	Student writes 2 OR says two.
0	The response is incorrect or irrelevant.

25.   **How many students in all voted for their favorite animal?** _____

Scoring Guidelines

Points	Student Response
1	Student writes 19 OR says nineteen.
0	The response is incorrect or irrelevant.

26. **Write the time shown on Clock A in the Digital Clock.**
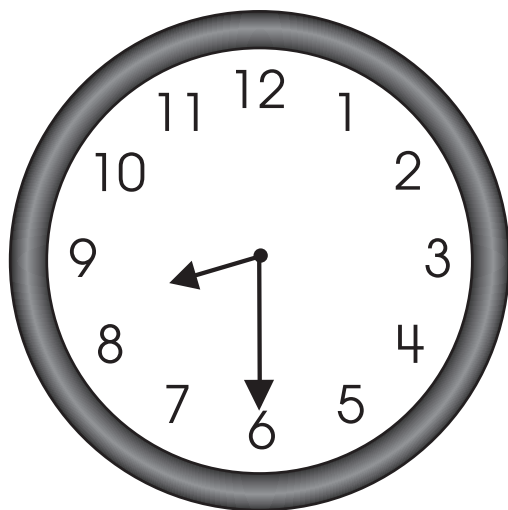
Clock A   Digital Clock

Scoring Guidelines

Points	Student Response
1	The student correctly records "8:30."
0	The response is incorrect or irrelevant.

27. **Write the time shown on Clock A in the Digital Clock.**
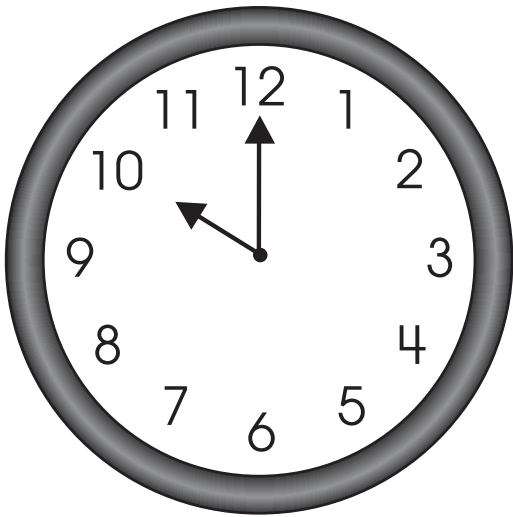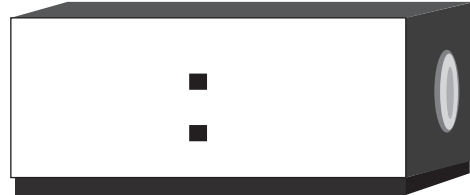
Clock A   Digital Clock

Scoring Guidelines

Points	Student Response
1	The student accurately records "10:00."
0	The response is incorrect or irrelevant.

28. **Circle the clock that shows the same time as the Digital Clock.**
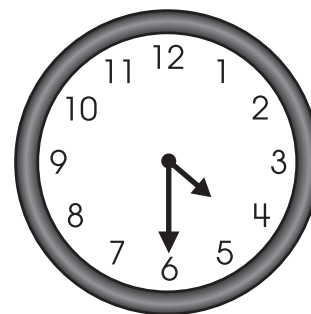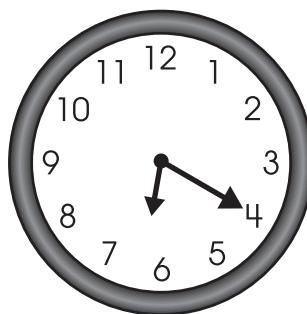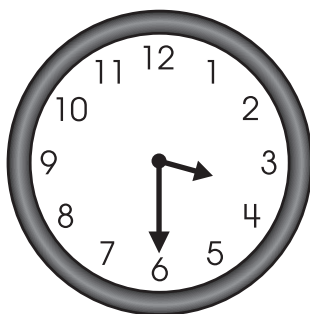
Scoring Guidelines

Points	Student Response
1	The student correctly indicates the clock that shows 4:30.
0	The response is incorrect or irrelevant.

29. **Put an X on the shape that is divided into four equal shares.**
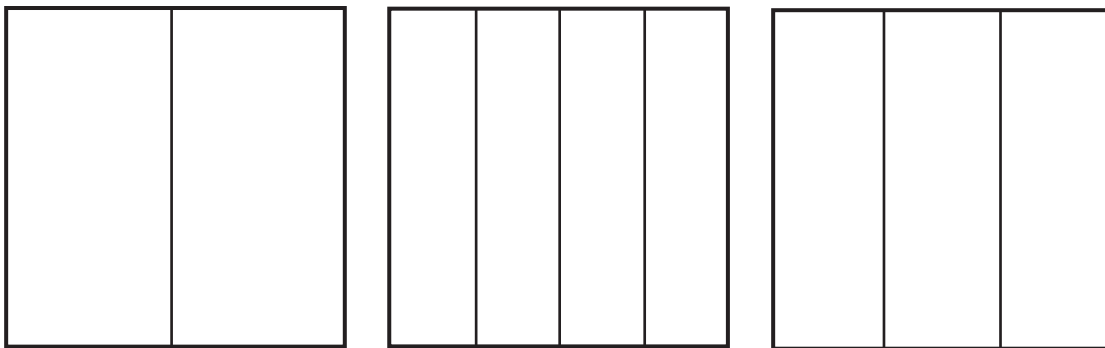
Scoring Guidelines

Points	Student Response
1	The response indicates the middle shape, which is divided into four equal shares.
0	The response is incorrect or irrelevant.

30. **Put an X on the shape that shows halves.**
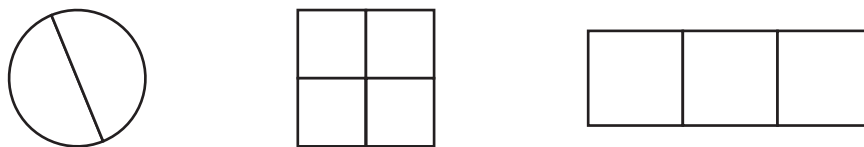
Scoring Guidelines

Points	Student Response
1	The student puts an X on the circle that is divided into halves.
0	The response is incorrect or irrelevant.

31. **Put an X on all shapes with only three corners (or angles).**
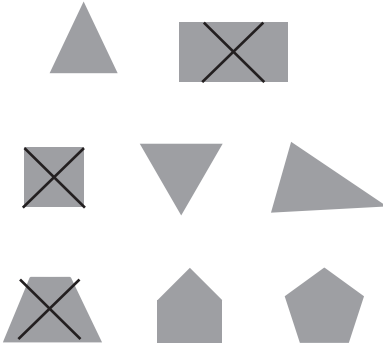
Scoring Guidelines

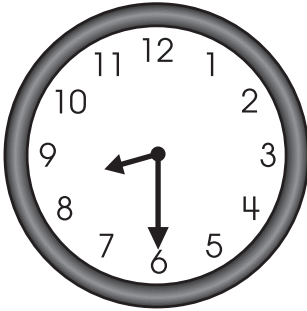| Points	Student Response
2	The student response provides a correct identification of all three shapes with three corners or angles.
1	The student response shows partial evidence of distinguishing between defining attributes versus non-defining attributes. The solution may be incomplete or slightly flawed.
	1 point sample answer: For example, the response may: • Indicate two shapes with three corners or angles and one or two incorrect shapes. • Indicate one shape with three corners or angles and zero or one incorrect shapes. • Indicate only two shapes with three corners or angles.
0	The student response provides inadequate evidence of distinguishing between defining attributes versus non-defining attributes. The response provides major flaws in explanations or irrelevant information.
	0 point sample answer: For example, the response may: • Indicate one shape with three corners and two or more incorrect shapes. • Be incorrect or irrelevant. • Restate the information provided in the item.

32. **Put an X on all shapes with 4 sides.**

Scoring Guidelines

<table>
<tr>
<td colspan="2">Exemplar Response:</td>
</tr>
<tr>
<td>Points</td>
<td>Student Response</td>
</tr>
<tr>
<td>2</td>
<td>The student correctly identifies all three four-sided shapes and no additional shapes.</td>
</tr>
<tr>
<td rowspan="2">1</td>
<td>The student response shows partial evidence of distinguishing between defining attributes versus non-defining attributes; the solution may be incomplete or slightly flawed.</td>
</tr>
<tr>
<td>1 point sample answer:

For example, the response may:
• Indicate two four-sided shapes and one incorrect shape.
• Indicate two four-sided shapes and one or two incorrect shapes.
• Indicate only two four-sided shapes.</td>
</tr>
<tr>
<td rowspan="2">0</td>
<td>The student response is incorrect or irrelevant. The response provides inadequate evidence of distinguishing between defining attributes versus non-defining attributes. The response provides major flaws in explanations or irrelevant information.</td>
</tr>
<tr>
<td>0 point sample answer:

For example, the response may:
• Indicate one four-sided shape with or without any additional shapes.
• Be incorrect or irrelevant.</td>
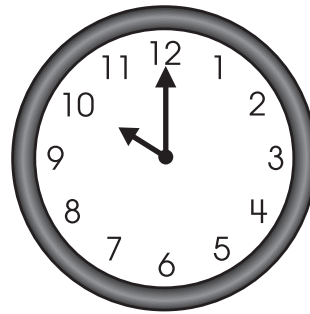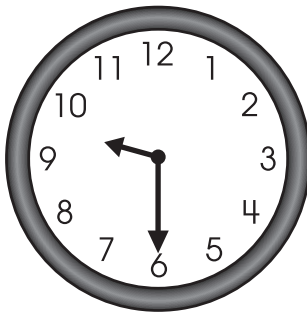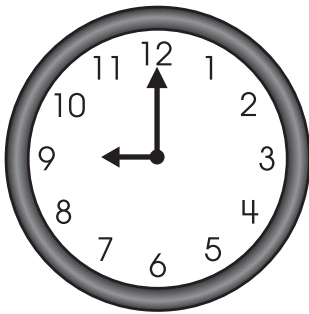</tr>
</table>

33. **Circle the clock that shows the same time as the Digital Clock.**
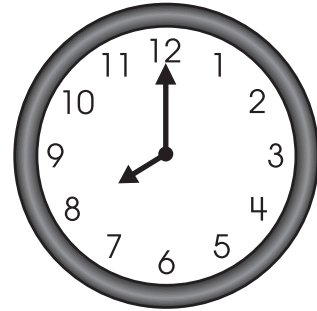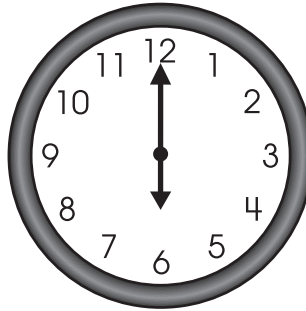
Scoring Guidelines

Points	Student Response
1	The student correctly indicates the clock that shows 8:00.
0	The response is incorrect or irrelevant.

34. **Circle the clock that shows the same time as the Digital Clock.**

Scoring Guidelines

Points	Student Response
1	The student correctly indicates the clock that shows 9:00.
0	The response is incorrect or irrelevant.

35. **Start with 10 and count to 19. Write the numbers on these lines.**

10, _____, _____, _____, _____, _____, _____, _____, _____, _____

Scoring Guidelines

Points	Student Response
2	Student writes the correct nine numbers: 11, 12, 13, 14, 15, 16, 17, 18, 19.
1	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: • 12, 11, 13, 14, 15, 16, 17, 18, 19; • 18, 19, 11, 12, 13, 14, 15, 16, 17; • 11, 12, 14, 13, 16, 15, 17, 18, 19.
0	The student writes the numbers with three or more omissions or mistakes.
	0 point sample answer: For example, the response may: • Include three or more mistakes; • Be incorrect or irrelevant; • Be blank or give irrelevant information.

36. **Start with 55 and count to 61. Write the numbers on these lines.**

55, _____, _____, _____, _____, _____, _____

Scoring Guidelines

Points	Student Response
2	The student writes the correct six numbers: 56, 57, 58, 59, 60, 61.
1	The student writes the numbers with one or two omissions or mistakes. An omission or 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: • 56, 55, 57, 58, 59, 60 • 56, 57, 58, 59, 61
0	The student writes the numbers with three or more omissions or mistakes.
	0 point sample answer: For example, the response may: • Include three or more mistakes. • Be incorrect or irrelevant. • Be blank or give irrelevant information.

Activity 3

Questions 37 – 40

Type of Administration: Individual

Estimated Time to Administer: 10 – 15 minutes per student

Materials

- Student Booklet
- Student Score Sheet

Teacher Provided Materials

- Paper clips (10)
- Base Ten Blocks (ones cubes and rods of 10)
- Paper and Pencil Optional

Notes

- TAs will read the bold text to guide students through the administration of the items. You may repeat any information up to three times.
- Use the Scoring Guidelines to score each student's response and complete the Student Score Sheet.

Teacher Provided Materials

- Question 37 asks students to measure using paper clips. Please have 10 paper clips available; they should be the standard 1 ¼-inch size paper clip. Student records his or her answer to this question in the Student Booklet on page 24.
- Question 38 requires the use of base ten blocks. TAs may record notes on the blank areas of the score sheet, if needed, to aid in scoring.
- Question 39 requires students to perform subtraction. TAs may provide base ten blocks (ones cubes and rods of 10) and/or paper and pencil for students to solve the problem.
- Question 40 requires students to perform subtraction. However, students should not be provided aids, such as blocks or paper/pencil. Students must be asked to solve this question mentally.

Today you will be doing a math activity in this booklet. At the bottom of some pages you will see the word "STOP." This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

37. Provide students with 10 small paper clips. (They are about $1\frac{1}{4}$ inches long.)

Here is a picture of a pen.
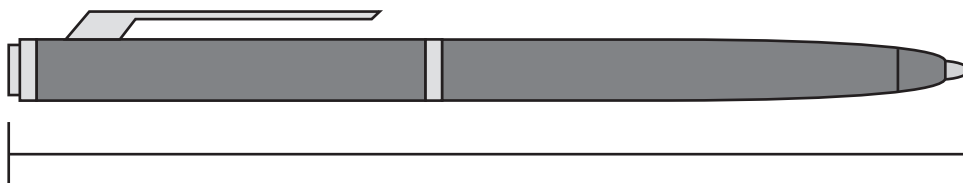
Use the paper clips to measure the pen.

Wait for the student to measure.

How many paper clips long is the pen? _____

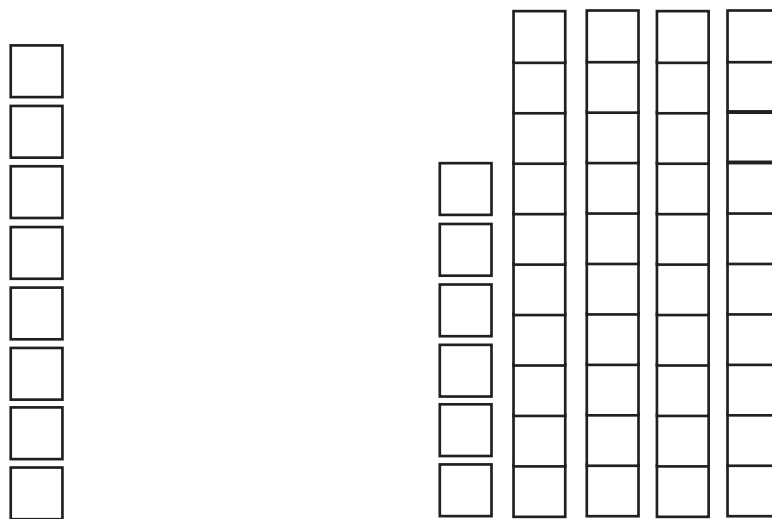Wait for a response.

Scoring Guidelines

Points	Student Response
1	The student correctly states that the pen is 4 small paper clips long. **NOTE:** If the student places the paper clips in a vertical position to measure the pen, the length will be approximately 17 paper clips. **NOTE:** Length may vary because of reduction of image during copying.
0	The response is incorrect or irrelevant.

Base 10 Blocks

We will use these base ten blocks to answer some questions.

Provide the student with 15 one cubes and 10 ten rods. You may also choose to use other blocks or cubes as appropriate.

38.   Use base ten blocks to form the numbers 8 and 46. Place the blocks into two distinct groups in front of the student, as shown.

David has this many blocks.

Point to the group of blocks that shows the number 8.

He adds this many more blocks.

Point to the group of blocks that shows the number 46.

How many blocks does he have altogether?

Wait for a response.

Tell me how you found your answer.

Record notes about the strategy.

Scoring Guidelines

Exemplar Response:
For example,
• I grouped 10 ones, and had 4 ones left over. I counted 5 tens and 4 ones. There are 54.

Points	Student Response
2	The response correctly states that the answer is 54 AND shows a correct strategy (e.g., a strategy based on adding tens to tens and ones to ones).
1	The response correctly states that the answer is 54 but is not able to explain how they found it. OR The response provides an appropriate strategy for determining the answer (e.g., counting all the blocks by ones) but makes an error resulting in an incorrect value.
0	Response is incorrect or irrelevant.

39. **What is 80 − 40?** _____

Explain your thinking using pictures, numbers or these blocks.

Provide student with blank paper if necessary.

Scoring Guidelines

Points	Student Response
2	The response correctly states that the answer is 40 AND shows a correct strategy.
1	The response correctly states that the answer is 40 but is not able to explain how they found it. OR The response provides an appropriate strategy for determining the answer but makes an error resulting in an incorrect value.
0	The response is incorrect or irrelevant.

40. **What is 10 less than 75?** _____

Scoring Guidelines

Points	Student Response
1	The student indicates or says the number 65.
0	The response is incorrect or irrelevant.