

MATHEMATICS

Grade 8

2015 Released Test Questions

TEST ADMINISTRATOR

INSTRUCTIONS

Question 1

Grade	8	Subject	Mathematics	Question	1
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
Knowledge and Skill Statement 8.12	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
Essence Statement	Compares the results of borrowing or investing money.				
Prerequisite Skill	distinguish between a deposit and a withdrawal (2)				

Question 2

Grade	8	Subject	Mathematics	Question	1
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
Knowledge and Skill Statement 8.12	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
Essence Statement	Compares the results of borrowing or investing money.				
Prerequisite Skill	identify decisions involving income, spending, saving, credit, and charitable giving (3)				

Question 3

Grade	8	Subject	Mathematics	Question	1
Reporting Category 4	Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.				
Knowledge and Skill Statement 8.12	The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.				
Essence Statement	Compares the results of borrowing or investing money.				
Prerequisite Skill	describe how to allocate a weekly allowance among spending; saving, including for college; and sharing (4)				

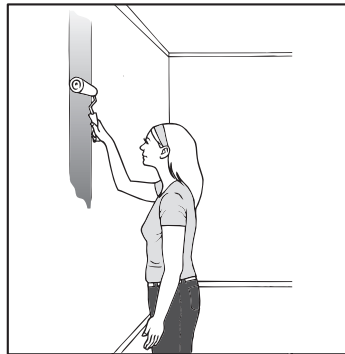
Question 4

Grade	8	Subject	Mathematics	Question	1
Reporting Category 4		Data Analysis and Personal Financial Literacy: The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.			
Knowledge and Skill Statement 8.12		The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.			
Essence Statement		Compares the results of borrowing or investing money.			
Prerequisite Skill		balance a simple budget (5)			


Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the painter. *Communicate:* **This girl earns \$100.00 for painting a room.**
- Direct the student to the table. *Communicate:* **This table shows what the girl did with her money. The \$100.00 she earns is recorded as a deposit.**
- *Communicate:* **Find the table that shows the deposit.**

Stimulus 1



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Deposits + 
\$100.00



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the table that shows a deposit,	➡	mark A for question 1 and move to question 2.
If the student does not find the table that shows a deposit,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the table that shows a deposit,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the table that shows a deposit,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2.
- Direct the student to Stimulus 2. *Communicate:* **This table shows the deposits and withdrawals made by the girl for a week.**
- *Communicate* the information in the table.
- Direct the student to the box below the table. *Communicate:* **The girl received a \$25.00 cash gift on her birthday. She decided to save it.**
- Direct the student back to the table.
- *Communicate:* **Find the column in the table where the \$25.00 should be placed.**

Stimulus 2

*		
Deposits +	Withdrawals -	
+ \$100.00 income from painting	- \$15.00 spent on T-shirt	
+ \$20.00 allowance	- \$10.00 spent on lunch	

+\$25.00 cash gift


Scoring Instructions

Student Action	Test Administrator Action
If the student finds any part of the "Deposits +" column,	➡ mark A for question 2 and move to question 3.
If the student does not find any part of the "Deposits +" column,	➡ <ul style="list-style-type: none"> • model the desired student action by finding any part of the "Deposits +" column and <i>communicate</i> "The \$25.00 should be placed in the 'Deposits +' column of the table"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds any part of the "Deposits +" column,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find any part of the "Deposits +" column,	➡ 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 boy receiving money. *Communicate:* **A student was paid \$50.00 for doing chores at his house.**
- Direct the student to the video game. *Communicate:* **The student spends \$30.50 on a video game and saves the money he has left.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the amount of money the student saves after he buys the video game.**

Stimulus 3a



Paid: \$50.00



Spends: \$30.50

Stimulus 3b

\$20.25

\$80.50

* \$19.50

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "\$19.50,"	➔ mark A for question 3 and move to question 4.
If the student does not find "\$19.50,"	➔ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify whether the amount of money spent increases or decreases the amount the student has. OR • Highlight the amount paid and the amount spent. OR • Have the student identify the operation to use to solve the problem. OR • Allow the student to use a calculator. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "\$19.50,"	➔ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "\$19.50,"	➔ mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate:* **A student has a monthly budget. The budget shows the student's income on the left and his expenses on the right.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* each answer choice.
- *Communicate:* **Find the amount of money the student has at the end of the month.**

Stimulus 4a

Monthly Budget

Income	Expenses	End of Month Amount
\$100.00	\$25.00	
\$200.00	\$100.00	
\$50.00	\$25.00	
Total:	Total:	

Stimulus 4b

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Scoring Instructions

Student Action		Test Administrator Action
If the student finds "\$200.00,"	➡	mark A for question 4.
If the student does not find "\$200.00,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "\$200.00,"	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find "\$200.00,"	➡	mark C for question 4.