



# MATHEMATICS

# Grade 6

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

### Question 1

Grade	6	Subject	Mathematics	Question	1
<b>Reporting Category 1</b>		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
<b>Knowledge and Skill Statement 6.4</b>		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
<b>Essence Statement</b>		Identifies proportional relationships in a variety of forms.			
<b>Prerequisite Skill (Old Curriculum)</b>		use patterns to skip count by twos, fives, and tens (1)			

### Question 2

Grade	6	Subject	Mathematics	Question	2
<b>Reporting Category 1</b>		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
<b>Knowledge and Skill Statement 6.4</b>		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
<b>Essence Statement</b>		Identifies proportional relationships in a variety of forms.			
<b>Prerequisite Skill (Old Curriculum)</b>		find patterns in numbers such as in a 100s chart (2)			

### Question 3

Grade	6	Subject	Mathematics	Question	3
<b>Reporting Category 1</b>		Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.			
<b>Knowledge and Skill Statement 6.4</b>		The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.			
<b>Essence Statement</b>		Identifies proportional relationships in a variety of forms.			
<b>Prerequisite Skill (Old Curriculum)</b>		find patterns in numbers such as in a 100s chart (2)			

## Question 4

Grade	6	Subject	Mathematics	Question	4
<b>Reporting Category 1</b>	Numerical Representations and Relationships: The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.				
<b>Knowledge and Skill Statement 6.4</b>	The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.				
<b>Essence Statement</b>	Identifies proportional relationships in a variety of forms.				
<b>Prerequisite Skill (Old Curriculum)</b>	identify and extend whole-number and geometric patterns to make predictions and solve problems (3)				

## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the dimes. *Communicate*: **These dimes equal 20 cents. Ten cents. Twenty cents.**
- *Direct* the student to the nickels. *Communicate*: **These nickels also equal 20 cents. Five cents. Ten cents. Fifteen cents. Twenty cents.**
- *Communicate*: **Find the nickels that equal 20 cents.**

### Stimulus 1





### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate:* **This is a numbers chart. The numbers in this chart follow a pattern.**
- Direct the student to the circled numbers. *Communicate:* **13, 14, 15, 16 follow a pattern.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* each answer choice.
- *Communicate:* **Find the number sentences that show the pattern from one circled number to the next circled number.**

#### Stimulus 3a

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

#### Stimulus 3b

<sup>*</sup> 13 + 1 = 14	3 + 10 = 13	11 + 2 = 13
14 + 1 = 15	13 + 10 = 23	13 + 2 = 15
15 + 1 = 16	23 + 10 = 33	14 + 2 = 16

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the number sentences		

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