***Mathematical Equivalence (Number Sentence) Assessment Script***

For End of Grade 3 to End of Grade 6

If testing in fall of 3rd grade, use 2nd grade assessment script

*NOTE TO RESEARCHER*: There are two versions of the assessment

I just want to see how you think about some different things in math. If you’re not sure about something, just make your best guess. If you’re really not sure, it’s ok to write a question mark and move on.

Please start by writing your name and grade in the blanks on the first page.

Please listen carefully when I give directions so you can stay in the right place. Then, continue until you see a stop sign. When you get to a stop sign, please don’t go on. You may look back at your answers or draw on that page or sit quietly.

We’re ready to get started. You’ll have 15 minutes to work on this first section. Please turn to the next page.

“For each example, decide if the number sentence is true. In other words, does it make sense? Some of the problems might not look like ones you usually see in math class, but that doesn’t always mean that they’re false. After each problem, circle “true” or “false” or “don’t know.” For example, 3+4=7 makes sense, so “true” is circled. 3+4=12 doesn’t make sense, so “false” is circled. It might help you to read the number sentence to yourself. Get started and Continue until you see a “stop” sign.

***Set timer for 15 minutes.***

Now it’s time to move on to the next section. Please turn to page 7. You’ll have 5 minutes to work on this section. You do not need to use complete sentences. Please continue working until you see a stop sign.

***Set timer for 5 minutes.***

You’re doing a great job working on this packet. Now it’s time to move on to the last section. Please turn to page 10. You’ll have 12 minutes for this last section. I’d like you to solve some problems on your own and figure out what number goes in the box. On some of the problems, we’ve asked that you show your work by writing down your math work. We are really interested in HOW you solve the problems. Continue until the last page, which is the end of this packet.

***Set timer for 12 minutes.***

Great. We’re all done. Thanks for thinking hard about this today.

During class administration walk around and check for (this applies mostly to open equations section).

* Ask the teacher to help answer student questions if lots of kids have questions at once.
* If kids have questions, rephrase it once and then tell them to put a question mark if they aren’t sure.
* It is ok if kids work ahead on their own – you don’t have to stop them
* If a student is not showing work ask, “Can you show the numbers you added or subtracted to come up with that answer?” Just ask this one time per student.
* If a student is writing our explanations (in words) say, “You just need to show the numbers you used, you don’t need to write out why.”
* If a student looks stressed out, make sure they know they don’t have to finish.