Dynamic Learning Maps
Testlet Overview
Mathematics:
9th - 10th Grade
EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed.
Linkage Nodes from the DLM Learning Map

- Successor Node(s)
- Target Node(s)
- Proximal Precursor Node(s)
- Distal Precursor Node(s)
- Initial Precursor Node(s)
Linkage Nodes from the DLM Learning Map

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- Initial Precursor Node(s)
Linkage Nodes from the DLM Learning Map

• Target
  – solve word problems involving addition with rational numbers

• Initial Precursor
  – recognize wholeness
  – recognize separateness
M.EE.N-CN.2.b - Addition
Solve real world problems involving addition and subtraction of decimals, using models when needed.
M.EE.N-CN.2.b - Addition
Solve read world problems involving addition and subtraction of decimals, using models when needed.

Initial Precursor

F-69
Recognize wholeness

F-84
Recognize separateness

M-1304
Solve multi-step problems with rational numbers

Successor

DYNAMIC LEARNING MAPS
M.EE.N-CN.2.b – Addition
Solve real-world problems involving addition and subtraction of decimals, using models when needed.

Distal Precursor

- **M-43**: Unitize
- **M-2421**: Explain “ten” as a composition of ten ones
- **M-45**: Explain place value for ones and tens

**Successor**

- **M-1304**: Solve multi-step problems with rational numbers
Proximal Precursor

M-974

Add two decimals up to the tenths place
M.EE.N-CN.2.b –
Addition
Solve read world problems involving addition and subtraction of decimals, using models when needed.

Target

M-1274
Solve word problems involving addition with rational numbers

M-1304
solve multi-step problems with rational numbers
Successor
Solve multi-step problems with rational numbers
M.EE.N-CN.2.b - Addition
Solve real world problems involving addition and subtraction of decimals, using models when needed.
Grade High School
Initial Precursor Level Testlet

Math HS Released

Choose BEGIN to start.

GO BACK BEGIN
Test Administrator Directions

Present the student with a whole box of markers. Place on one side of the desk. Point to the whole box of markers and say, “Here is a whole set of markers.” Allow the student an appropriate amount of time to explore the box of markers.

Present the student with 3 individual markers. Place on the opposite side of the desk with plenty of space between the box and the individual markers. Point to the individual markers and say to the student, “Here are the separate markers.” Allow the student an appropriate amount of time to explore the individual markers.
Say to the student, “Show me the separate markers.”

Record student response:

- Student points to, looks at, or otherwise indicates the separate markers.
- Student points to, looks at, or otherwise indicates the whole set of markers.
- Student points to, looks at, or otherwise indicates both the separate markers and the whole set of markers.
- Student does not respond.
Test Administrator Directions

Present the student with a whole box of paper clips. Place on one side of the desk. Point to the whole box of paper clips and say, “Here is a whole set of paper clips.” Give the student an appropriate amount of time to explore the set of paper clips.

Present the student with 4 individual paper clips. Place on the opposite side of the desk with plenty of space between the box and the individual paper clips. Point to the separate paper clips and say to the student, “Here are the separate paper clips.” Give the student an appropriate amount of time to explore the separate paper clips.
Say to the student, “Show me the whole set of paper clips.”

Record student response:

Student points to, looks at, or otherwise indicates the whole set of paper clips.

Student points to, looks at, or otherwise indicates the separate paper clips.

Student points to, looks at, or otherwise indicates both the whole set of paper clips and the separate paper clips.

Student does not respond.
Test Administrator Directions

Present the student with a whole box of pencils. Place on one side of the desk. Point to the whole box of pencils and say, “Here is a whole set of pencils.” Allow the student appropriate time to explore the box of pencils.

Present the student with 2 individual pencils. Place on the opposite side of the desk with plenty of space between the box and the individual pencils. Point to the separate pencils and say to the student, “Here are the separate pencils.” Allow the student appropriate time to explore the pencils.
Say to the student, “Show me the whole set of pencils.”

Record student response:

- Student points to, looks at, or otherwise indicates the whole set of pencils.
- Student points to, looks at, or otherwise indicates the individual pencils.
- Student points to, looks at, or otherwise indicates both the whole set and the individual pencils.
- Student does not respond.
Are you done?

Red boxes □ mean you are not done. Ask your teacher for help.

Green checks ✔ mean you are done. You can choose END.

Answered ✔ Not answered

GO BACK

END
Grade 9-10 Target Level Testlet

ELA Grade 9-10 Released

Choose BEGIN to start.

GO BACK  BEGIN
Jade earns $5.25 for helping mom. Jade also earns $9.50 for babysitting. Which answer shows the total amount that Jade earns?

$14.25
$14.75
$15.50
Jade goes shopping. Jade buys a shirt for $12.50. Jade buys a ring for $1.20. How much does Jade spend?

$ 1.37
$ 13.70
$ 24.50
Jade has $3.00. Jade's friend has $2.50. How much do they have altogether?

$2.53
$5.00
$5.50
Are you done?

Red boxes □ mean you are not done. Ask your teacher for help.

Green checks ■ mean you are done. You can choose end.

1 2 3 4

☑ Answered ☐ Not answered

GO BACK  END
State DLM Webpage

1. Go to dynamiclearningmaps.org
2. Select “Operational Testing” from the assessment menu
3. Choose your state