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ABSTRACT The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual students' performance in the bilingual program. This required: (1) revising the kindergarten thru sixth grade student performance objectives; (2) developing kindergarten thru sixth grade criterion-referenced tests and mastery tests in English, Spanish and/or Portuguese for language arts-reading, mathematics, second language acquisition and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. The present volume contains appendices 5 through 14: criterion-referenced tests for mathematics in Spanish and Portuguese; English/Spanish and English/Portuguese multicultural social studies; multicultural social studies in Spanish and Portuguese, English, Spanish and Portuguese as second languages; and a criterion-referenced tests item bank and item critique cards. (Author/CLK)

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Revision, Development and Implementation of a Bilingual Evaluation  
Management System, Volume III.

by Ronald L. Sousa

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## APPENDIX VI

### Kindergarten thru Sixth Grade Spanish Math Criterion Reference Tests

M O.101

Given a pair of equivalent sets, the student will be able to indicate a one-to-one correspondence between members of these sets by constructing lines.

# Spanish Criterion Reference Test

Math

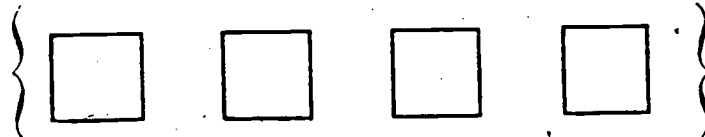
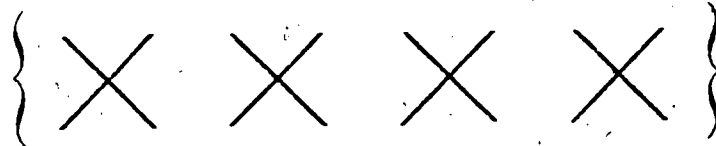
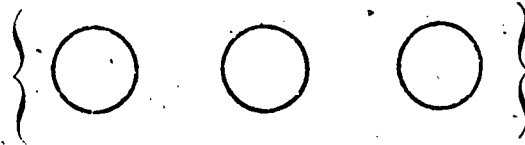
NAME \_\_\_\_\_

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## Teacher-Observed Pupil Performance Objective

### Instrucciones

Enséñele al estudiante el par de conjuntos equivalentes. Pídale al estudiante que haga par con correspondencia de uno a uno entre los objetos de cada conjunto.



Spanish Criterion Reference Test

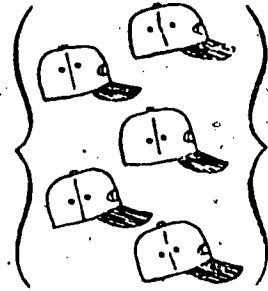
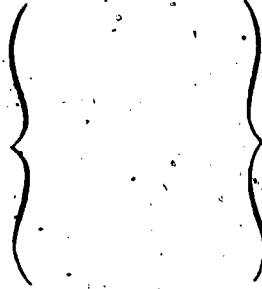
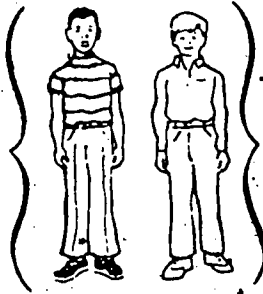
Math

NAME \_\_\_\_\_

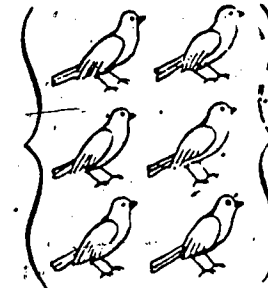
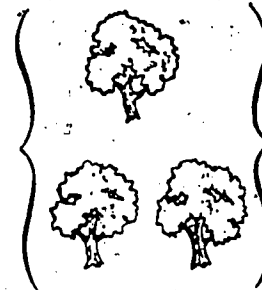
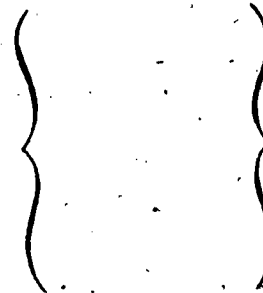
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M 0.102

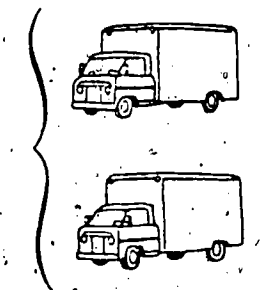
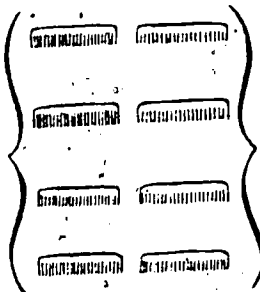
Given a group of sets, the student will be able to identify the empty set. (Criterion: 1)



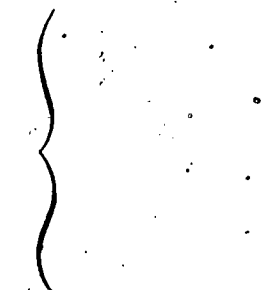
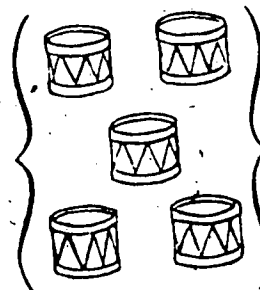
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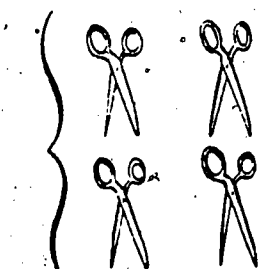
3



4



5



Instrucciones

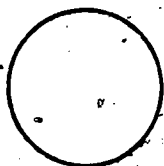
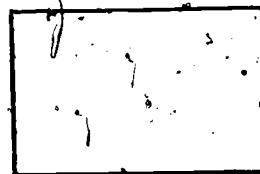
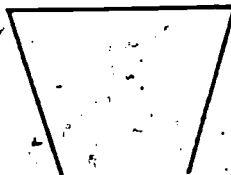
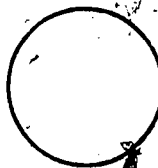
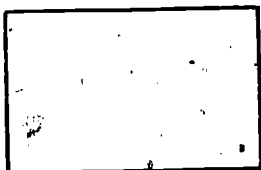
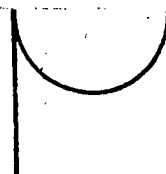
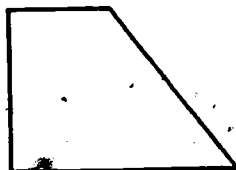
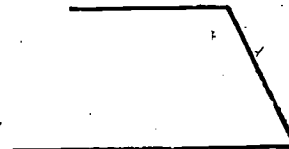
- Item 1      DIGA:    Halla la cuchara. Al lado de la cuchara hay unos conjuntos. Halla el conjunto vacío. Enciérralo en un círculo.
- Item 2      DIGA:    Halla la flor. Fíjate en los conjuntos. Halla el conjunto vacío. Enciérralo en un círculo.
- Item 3      DIGA:    Halla las uvas. Fíjate en los conjuntos. Halla el conjunto vacío. Enciérralo en un círculo.
- Item 4      DIGA:    Halla el vaso. Fíjate en los conjuntos. Halla el conjunto vacío. Enciérralo en un círculo.
- Item 5      DIGA:    Halla la vela. Fíjate en los conjuntos. Halla el conjunto vacío. Enciérralo en un círculo.

Spanish Criterion Reference Test  
Math

FL U. 103  
Given a set of closed and open curv. the student will be able to identify a circle, triangle, square. (Criterion: 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_



Instrucciones

- Item 1      DIGA: Halla la cuchara. Al lado de la cuchara hay unas figuras. Encuentra la figura que es un triángulo. Enciérrela en un círculo.
- Item 2      DIGA: Halla la flor. Fíjate en las figuras. Encierra en un círculo la figura que es un cuadrado.
- Item 3      DIGA: Halla las uvas. Fíjate en las figuras. Encierra en un círculo la figura que es un círculo.
- Item 4      DIGA: Halla el vaso. Fíjate en las figuras. Encierra en un círculo la figura que es un triángulo.
- Item 5      DIGA: Halla la vela. Fíjate en las figuras. Encierra en un círculo la figura que es un cuadrado.



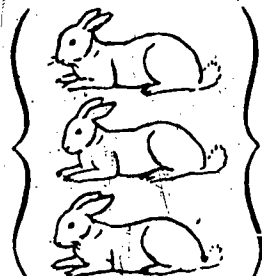
Spanish Criterion Reference Test  
Math

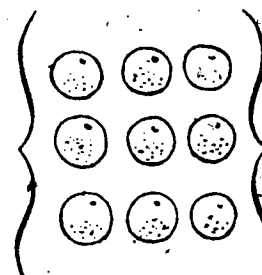
M 0.204

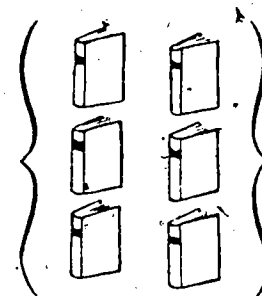
Given a set of objects, the student will be able to identify the cardinal number of the set. (Criterion: 4)


NAME \_\_\_\_\_


DATE \_\_\_\_\_

	<p>2</p>	<p>3</p>	<p>4</p>
---	----------	----------	----------

	<p>7</p>	<p>8</p>	<p>9</p>
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	<p>3</p>	<p>5</p>	<p>6</p>
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	<p>7</p>	<p>8</p>	<p>9</p>
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	<p>2</p>	<p>5</p>	<p>6</p>
---	----------	----------	----------

Spanish Criterion Reference Test  
Math

Objective M 0.204

Instrucciones

- Item 1 DIGA: Halla la cuchara. Al lado de la cuchara hay un conjunto de conejos. Al lado de los conejos hay unos numerales. Encuentra el numeral que muestra el número de conejos que hay en el conjunto. Encierra el numeral en un círculo.
- Item 2 DIGA: Halla la flor. Fíjate en el conjunto de naranjas. Encuentra el numeral que muestra el número de naranjas en el conjunto. Encierra el numeral en un círculo.
- Item 3 DIGA: Halla las uvas. Fíjate en el conjunto de libros. Encuentra el numeral que muestra el número de libros en el conjunto. Encierra el numeral en un círculo.
- Item 4 DIGA: Halla el vaso. Fíjate en el conjunto de niñas. Encuentra el numeral que muestra el número de niñas en el conjunto. Encierra el numeral en un círculo.
- Item 5 DIGA: Halla la vela. Fíjate en el conjunto de flores. Encuentra el numeral que muestra el número de flores. Encierra el numeral en un círculo.

Bilingual Education - Hayward Unified School District



Spanish Criterion Reference Test  
Math

M. 1.101

Given a picture of a coin, the student will be able to identify it.

(Criteria 1)

NAME \_\_\_\_\_

DATE \_\_\_\_\_



Spanish Criterion Reference Test  
Math

M 1.101,

Instrucciones:

- # 1 Diga: Halla la cuchara. Fíjate en las monedas. Halla el nickel. Enciérralo en un círculo.
- #2 Diga: Halla la flor. Fíjate en las monedas. Encierra el quarter en un círculo.
- #3 Diga: Halla las uvas. Fíjate en las monedas. Encierra el penny en un círculo.
- #4 Diga: Halla el vaso. Fíjate en las monedas. Encierra el half-dollar en un círculo.
- #5 Diga: Halla la vela. Fíjate en las monedas. Encierra el dime en un círculo.

Bilingual Education - Hayward Unified School District

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 1.102

Given a number word and a selection of numerals from 0 to 10, the student will be able to match the number word to the numeral. (Criterion: 4)

1

uno

1

2

4

2

diez

2

8

10

3

cinco

4

5

7

4

siete

3

6

7

5

cero

0

5

10

Spanish Criterion Reference Test

Math

M 1.102

Instrucciones:

- #1 Diga: Fíjate en el número 1. Fíjate en el nombre del número. Al lado del nombre del número hay unos numerales. Halla el numeral que nombra este número. Enciérralo en un círculo.
- #2 Diga: Fíjate en el número 2. Fíjate en el nombre del número. Encierra en un círculo el numeral que nombra este número.
- #3 Diga: Fíjate en el número 3. Fíjate en el nombre del número. Encierra en un círculo el numeral que nombra este número.
- #4 Diga: Fíjate en el número 4. Fíjate en el nombre del número. Encierra en un círculo el numeral que nombra este número.
- #5 Diga: Fíjate en el número 5. Fíjate en el nombre del número. Encierra en un círculo el numeral que nombra este número.

Bilingual Education - Hayward Unified School District

Spanish Criterion Reference Test  
Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 1 103

Given a series of number combinations (base facts) from 0-9 in written form, the student will be able to solve any combination such as 4 + 3 or 9 + 2 (Criterion: 4)

1

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	0	6	7
---	---	---	---

2

$4 + 3 = \underline{\quad}$	1	2	7
-----------------------------	---	---	---

3

$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	0	4	8
---	---	---	---

4

$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	3	7	9
---	---	---	---

5

$7 + 2 = \underline{\quad}$	5	8	9
-----------------------------	---	---	---



Spanish Criterion Reference Test

Math

M 1.103

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Fíjate en la combinación de adición  $6 + 0$ .  
Halla el numeral que es la suma de  $6 + 0$ . Encierra ese numeral en un círculo.
- #2 Diga: Fíjate en el número 2.  
Fíjate en la combinación de adición  $4 + 3$ .  
Encierra en un círculo el numeral que es la suma de  $4 + 3$ .
- #3 Diga: Fíjate en el número 3.  
Fíjate en la combinación de adición  $4 + 4$ . Encierra en un círculo el numeral que es la suma de  $4 + 4$ .
- #4 Diga: Fíjate en el número 4.  
Fíjate en la combinación de adición  $5 + 2$ . Encierra en un círculo el numeral que es la suma  $5 + 2$ .
- #5 Diga: Fíjate en el número 5.  
Fíjate en la combinación de adición  $7 + 2$ . Encierra un círculo el numeral que es la suma de  $7 + 2$ .

Spanish Criterion Reference Test  
Math

M1.204

Given a picture of a coin,  
the student will be able to  
give its value  
in cents.  
(Criterion: 4)

NAME \_\_\_\_\_  
DATE \_\_\_\_\_



2



3



4



5



Spanish Criterion Reference Test  
Math

M 1.204

Instrucciones:

- #1 Diga: Halla la cuchara. Fíjate en las monedas. Halla la moneda que vale diez centavos. Encierrala en un círculo.
- #2 Diga: Halla la flor. Fíjate en las monedas. Encierra en un círculo la moneda que vale cincuenta centavos.
- #3 Diga: Halla las uvas. Fíjate en las monedas. Encierra en un círculo la moneda que vale cinco centavos.
- #4 Diga: Halla el vaso. Fíjate en las monedas. Encierra en un círculo la moneda que vale veinticinco centavos.
- #5 Diga: Halla la vela. Fíjate en las monedas. Encierra en un círculo la moneda que vale un centavo.

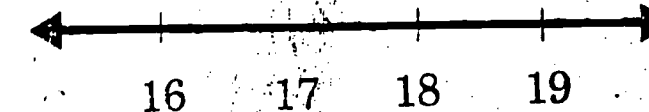
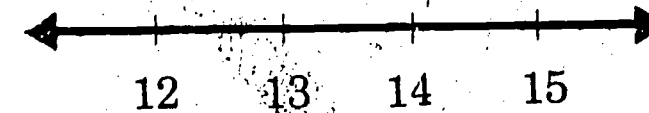
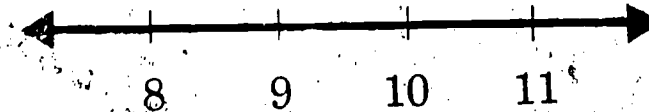
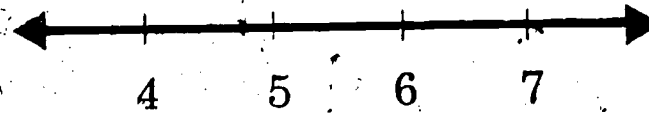
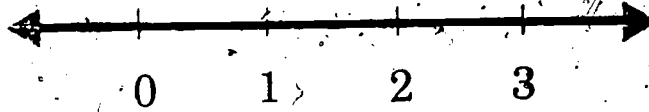
Spanish Criterion Reference Test

Math

Identify odd or even numbers.  
(Criterion 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_



Spanish Criterion Reference Test

Math

M 1.205

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Al lado del número 1 está parte de una recta numérica.  
Halla cualquier número impar en esta recta numérica.  
Encierralo en un círculo.
- #2 Diga: Fíjate en el número 2.  
Halla cualquier número par en esta recta numérica  
y encierralo en un círculo.
- #3 Diga: Fíjate en el número 3.  
Halla cualquier número par en esta recta numérica  
y encierralo en un círculo.
- #4 Diga: Fíjate en el número 4.  
Halla cualquier número impar en esta recta numérica  
y encierralo en un círculo.
- #5 Diga: Fíjate en el número 5.  
Halla cualquier número par en esta recta numérica  
y encierralo en un círculo.

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 1.206

Given a dictated number between 0 and 100, the student will be able to identify the correct numeral. (Criterion: 4)

1

3

13

31

2

44

45

54

3

69

79

96

4

67

76

77

5

10

90

22

100

Spanish Criterion Reference Test

Math

M 1.206

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Al lado del número 1 hay unos numerales.  
Escucha el número que yo digo: 13. Encierra  
el numeral 13 en un círculo.
- #2 Diga; Fíjate en el número 2. Escucha el número que yo digo: 45  
Encierra el numeral 45 en un círculo.
- #3 Diga: Fíjate en el número 3.  
Escucha el número que yo digo: 69.  
Encierra el numeral 69 en un círculo.
- #4 Diga: Fíjate en el número 4.  
Escucha el número que yo digo: 77.  
Encierra el numeral 77 en un círculo.
- #5 Diga: Fíjate en el número 5.  
Escucha el número que yo digo: 100.  
Encierra el numeral 100 en un círculo.

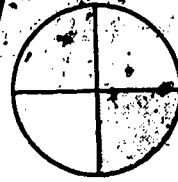
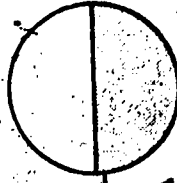
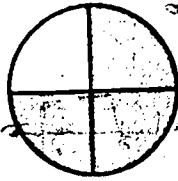
Spanish Criterion Reference Test  
Math

M 1.207

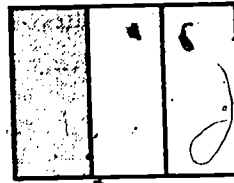
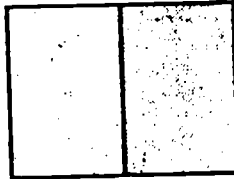
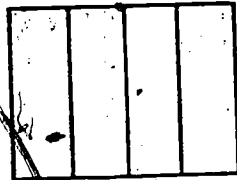
Given a set of pictures of regions, the student will be able to choose the region that has  $1/2$  or  $1/4$  shaded (Criterion: 4)

NAME \_\_\_\_\_

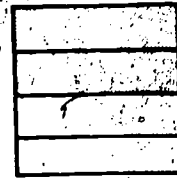
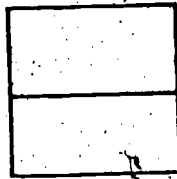
DATE \_\_\_\_\_



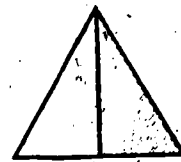
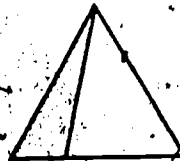
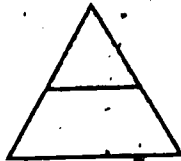
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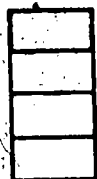
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4



5





Spanish Criterion Reference Test

Math

M 1.207

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Al lado del número 1 hay unas figuras.  
Encierra en un círculo la figura que tiene  
1/2 sombreada.
- #2 Diga: Fíjate en el número 2.  
Encierra en un círculo la figura que tiene  
1/4 sombreada.
- #3 Diga: Fíjate en el número 3.  
Encierra en un círculo la figura que tiene  
1/2 sombreada.
- #4 Diga: Fíjate en el número 4.  
Encierra en un círculo la figura que tiene  
1/2 sombreada.
- #5 Diga: Fíjate en el número 5.  
Encierra en un círculo la figura que tiene  
1/4 sombreada.

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Cover a scope of number combinations (basic facts) from 0-9 in written form. The student will be able to solve any combination such as 4+3 or 9-2 (Criterion 4)

$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$	0	6	7
--	---	---	---

$4 - 3 = \underline{\quad}$	1	2	7
-----------------------------	---	---	---

$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	0	4	8
--	---	---	---

$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	3	7	9
--	---	---	---

$7 - 2 = \underline{\quad}$	5	8	9
-----------------------------	---	---	---

Spanish Criterion Reference Test  
Math

M 1.208

Instrucciones:

- #1 Diga: Fijate en el número 1.  
Fijate en la combinación de sustracción 6-0.  
Halla el numeral que es la diferencia de 6-0.  
Encierra ese numeral en un círculo.
- #2 Diga: Fijate en el número 2.  
Fijate en la combinación de sustracción 4-3.  
Encierra en un círculo el numeral que es la  
diferencia de 4-3.
- #3 Diga: Fijate en el número 3.  
Fijate en la combinación de sustracción 4-4.  
Encierra en un círculo el numeral que es la  
diferencia de 4-4.
- #4 Diga: Fijate en el número 4.  
Fijate en la combinación de sustracción 5-2.  
Encierra en un círculo el numeral que es la  
diferencia de 5-2.
- #5 Diga: Fijate en el número 5.  
Fijate en la combinación de sustracción 7-2.  
Encierra en un círculo el numeral que es la  
diferencia de 7-2.

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recognize families of  
facts" by identifying the  
missing member of the set.  
(criterion 4)

Spanish Criterion Reference Test  
Math

NAME \_\_\_\_\_

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$1 + 2 = 3$

$2 + 1 = 3$

$3 - 1 = 2$

\_\_\_\_\_

$4 + 2 = 6$

$2 + 4 = 6$

$6 - 2 = 4$

\_\_\_\_\_

$5 + 3 = 8$

$8 - 3 = 5$

$8 - 5 = 3$

$5 + 0 = 5$

\_\_\_\_\_

$5 - 0 = 5$

$5 - 5 = 0$

$2 + 7 = 9$

$7 + 2 = 9$

\_\_\_\_\_

$9 - 7 = 2$

Spanish Criterion Reference Test  
Math

M 1.209

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Fíjate en las combinaciones relacionadas de suma y resta para 3. La línea indica que falta una combinación. Escribe la combinación que falta en la línea.
- #2 Diga: Fíjate en el número 2.  
Fíjate en las combinaciones relacionadas de suma y resta para 6. Escribe la combinación que falta en la línea.
- #3 Diga: Fíjate en el número 3.  
Fíjate en las combinaciones relacionadas de suma y resta para 8. Escribe la combinación que falta en la línea.
- #4 Diga: Fíjate en el número 4.  
Fíjate en las combinaciones relacionadas de suma y resta para 5. Escribe la combinación que falta en la línea.
- #5 Diga: Fíjate en el número 5.  
Fíjate en las combinaciones relacionadas de suma y resta para 9. Escribe la combinación que falta en la línea.

# Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

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41.210  
in performing the operation of addition on three one-digit numbers, the student will be able to add the third number to the sum of the first two.  
(Criterion: 4)

1  $4 + 1 + 2 = \square + 2$

3

5

7

2  $2 + 2 + 1 = \square + 1$

2

4

5

3  $3 + 0 + 5 = \square + 5$

0

3

5

4  $6 + 2 + 1 = \square + 1$

6

8

9

5  $7 + 8 + 3 = \square + 3$

7

11

15

Bilingual Education - Hayward Unified School District

Spanish Criterion Reference Test

Math

M 1.210

Instrucciones:

- #1 Diga: Fíjate en el número 1.  
Al lado del número 1 hay una oración matemática.  
La casilla indica que falta un numeral. Halla  
el numeral que completa la oración correctamente.  
Enciérralo en un círculo.
- #2 Diga: Fíjate en el número 2.  
Encierra en un círculo el numeral que completa  
la oración matemática.
- #3 Diga: Fíjate en el número 3.  
Encierra en un círculo el numeral que completa  
la oración matemática.
- #4 Diga: Fíjate en el número 4.  
Encierra en un círculo el numeral que completa  
la oración matemática.
- #5 Diga: Fíjate en el número 5.  
Encierra en un círculo el numeral que completa  
la oración matemática.

Spanish Criterion Reference Test  
Math

M 2.101

Given a series of number combinations (base facts) from 0 to 18, in written form, the student will be able to solve any combinations such as  $9 + 4$  or  $18 - 5$ .  
(Criterion: 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

4

10

11

2

$$9 + 5 = \underline{\quad}$$

4

14

15

3

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

11

12

14

4

$$11 + 7 = \underline{\quad}$$

4

16

18

5

$$9 + 9 = \underline{\quad}$$

7

32

18

10



Spanish Criterion Reference Test  
Math Objective M 2.101

Instrucciones

- Item 1 DIGA: Halla el número 1. Fíjate en la combinación de adición  $7 + 3$ . Ahora fíjate en los numerales al lado de la combinación. Halla el numeral que es la suma de  $7 + 3$ . Encierra ese numeral en un círculo.
- Item 2 DIGA: Halla el número 2. Halla el numeral que es la suma de  $9 + 5$ . Encierra ese numeral en un círculo.
- Item 3 DIGA: Halla el número 3. Halla el numeral que es la suma de  $7 + 5$ . Encierra ese numeral en un círculo.
- Item 4 DIGA: Halla el número 4. Halla el numeral que es la suma de  $11 + 7$ . Encierra ese numeral en un círculo.
- Item 5 DIGA: Halla el número 5. Halla el numeral que es la suma de  $9 + 9$ . Encierra ese numeral en un círculo.

Spanish Criterion Reference Test  
Math

M 2.102

Given any numeral between 1 and 100, the student will be able to identify the numeral as a collection of ones and tens and hundreds.  
(Criterion: 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1

6

6 centenas

6 unidades

6 decenas

4

142

1 centena, 2 decenas, 4 unidades

4 centenas, 2 decenas, 1 unidad

1 centena, 4 decenas, 2 unidades

2

27

2 decenas, 7 unidades

20 decenas, 7 unidades

7 decenas, 2 unidades

5

135

5 centenas, 3 decenas, 1 unidad

1 centena, 3 decenas, 5 unidades

3 centenas, 5 decenas, 1 unidad

3

80

8 decenas

80 decenas

8 unidades, 1 decena

34

Spanish Criterion Reference Test  
Math Objective M 2.102

Instrucciones

- Item 1 DIGA: Halla el número 1. Fíjate en el numeral 6. Al lado del numeral hay otros nombres para numerales. Encierra en un círculo otro nombre para ese numeral.
- Item 2 DIGA: Halla el número 2. Fíjate en el numeral 27. Encierra en un círculo otro nombre para ese numeral.
- Item 3 DIGA: Halla el número 3. Fíjate en el numeral 80. Encierra en un círculo otro nombre para ese numeral.
- Item 4 DIGA: Halla el número 4. Fíjate en el numeral 142. Encierra en un círculo otro nombre para ese numeral.
- Item 5 DIGA: Halla el número 5. Fíjate en el numeral 135. Encierra en un círculo otro nombre para ese numeral.

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Spanish Criterion Reference Test  
Math

tion of any numeral be  
tween 0 and 999, the  
student will be able to  
name the numeral.

(criterion 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Teacher-Observed Pupil Performance Objective

Instrucciones

Dele al estudiante los numerales que siguen. Pídale que nombre el numeral.

1. 39

2. 47

3. 251

4. 806

5. 960

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 2.104

Given a variety of mathematical statements, in writing, the student will be able to identify signs and symbols appropriate to those statements. (Criterion: 4)

1

$6 \square 3 = 9$

2

$8 \square 5$

3

$14 \square 5 = 9$

4

$4 \square 10$

5

$18 \square 18$

37

Instrucciones

- Item 1 DIGA: Halla el número 1. Fíjate en la oración matemática. La casilla indica que falta un símbolo. Ahora fíjate en los símbolos al lado de la oración matemática. Halla el símbolo que falta en la casilla. Enciérralo en un círculo.
- Item 2 DIGA: Halla el número 2. Fíjate en la oración matemática. Encierra en un círculo el símbolo que falta en la casilla.
- Item 3 DIGA: Halla el número 3. Fíjate en la oración matemática. Encierra en un círculo el símbolo que falta en la casilla.
- Item 4 DIGA: Halla el número 4. Fíjate en la oración matemática. Encierra en un círculo el símbolo que falta en la casilla.
- Item 5 DIGA: Halla el número 5. Fíjate en la oración matemática. Encierra en un círculo el símbolo que falta en la casilla.

Spanish Criterion Reference Test

Math

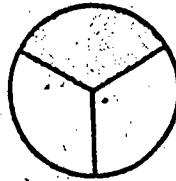
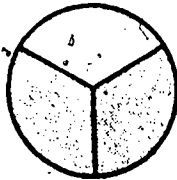
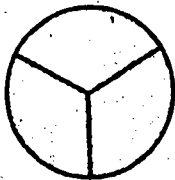
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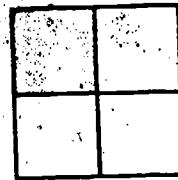
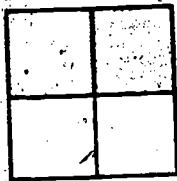
M 2.105

Given a region or set of objects, the student will be able to identify  $1/2$ ,  $1/4$ ,  $1/3$ ,  $2/3$ , or  $3/4$  of the region or set. (Criterion: 4)

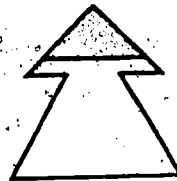
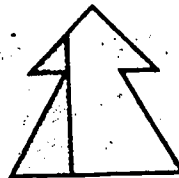
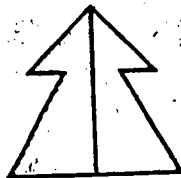
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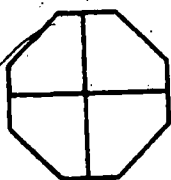
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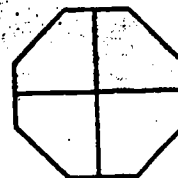
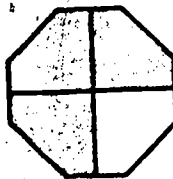
3



4



39



Instrucciones

- Item 1 DIGA: Halla el número 1. Fíjate en las figuras. Halla la figura que tiene  $\frac{1}{3}$  sombreada. Encierra en un círculo la figura que tiene  $\frac{1}{3}$  sombreada.
- Item 2 DIGA: Halla el número 2. Fíjate en las figuras. Encierra en un círculo la figura que tiene  $\frac{3}{4}$  sombreada.
- Item 3 DIGA: Halla el número 3. Fíjate en las figuras. Encierra en un círculo la figura que tiene  $\frac{1}{2}$  sombreada.
- Item 4 DIGA: Halla el número 4. Fíjate en las figuras. Encierra en un círculo la figura que tiene  $\frac{2}{3}$  sombreada.
- Item 5 DIGA: Halla el número 5. Fíjate en las figuras. Encierra en un círculo la figura que tiene  $\frac{1}{4}$  sombreada.



Spanish Criterion Reference Test  
Math

NAME \_\_\_\_\_

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M. 2.206  
Given a series of number combinations (base facts) from 70 to 18, in written form, the student will be able to solve any combinations such as 9 + 4 or 18 - 5 (Criterion 3)

1

$$\begin{array}{r} 17 \\ - 3 \\ \hline \end{array}$$

14

10

11

2

$$19 - 5 = \underline{\quad}$$

4

14

15

3

$$\begin{array}{r} 17 \\ - 5 \\ \hline \end{array}$$

11

12

14

4

$$11 - 7 = \underline{\quad}$$

4

16

18

5

$$16 - 9 = \underline{\quad}$$

7

8

10

Instrucciones

- Item 1 DIGA: Halla el número 1. Fíjate en la combinación de sustracción  $17 - 3$ . Fíjate en los numerales al lado de la combinación. Halla el numeral que es la diferencia de  $17 - 3$ . Encierra ese numeral en un círculo.
- Item 2 DIGA: Halla el número 2. Halla el numeral que es la diferencia de  $9 - 5$ . Encierra ese numeral en un círculo.
- Item 3 DIGA: Halla el número 3. Halla el numeral que es la diferencia de  $17 - 5$ . Encierra ese numeral en un círculo.
- Item 4 DIGA: Halla el número 4. Halla el numeral que es la diferencia de  $11 - 7$ . Encierra ese numeral en un círculo.
- Item 5 DIGA: Halla el número 5. Halla el numeral que es la diferencia de  $16 - 9$ . Encierra ese numeral en un círculo.

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 2.207

The student will be able to write any numeral from 0 to 999. (criterion 4)

1

---

2

---

3

---

4

---

5

---

Spanish Criterion Reference Test

Math

Objective M 2.207

Instrucciones

- Item 1      DIGA: Halla el número 1. Fíjate en la línea vacía al lado del número 1. En esa línea escribe el numeral que yo digo: 46. Escribe el numeral 46.
- Item 2      DIGA: Halla el número 2. Escucha este número: 237. Escribe el numeral 237.
- Item 3      DIGA: Halla el número 3. Escucha este número: 508. Escribe el numeral 508.
- Item 4      DIGA: Halla el número 4. Escucha este número: 767. Escribe el numeral 767.
- Item 5      DIGA: Halla el número 5. Escucha este número: 910. Escribe el numeral 910.

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Instrucciones

- DIGA: Te voy a leer un problema en forma de cuento. Escucha con cuidado. Cuando acabo de leer, resuelve el problema y encierra con un círculo la respuesta que tú escojes. (Lea cada cuento dos veces).
- Item 1 DIGA: Halla el número 1. Si María tiene 3 hermanos y 2 hermanas - ¿cuántos hermanos y hermanas tiene en total? Encierra la respuesta en un círculo.
- Item 2 DIGA: Halla el número 2. En una excursión Carlos encontró 10 piedras. En camino a casa perdió 2 de las piedras. ¿Cuántas piedras le quedaron? Encierra la respuesta en un círculo.
- Item 3 DIGA: Halla el número 3. Juan tenía 15 libritos. Le dio 3 de los libritos a un amigo. ¿Cuántos libritos le quedaron a Juan? Encierra la respuesta en un círculo.
- Item 4 DIGA: Halla el número 4. Sara tiene 1 conejo, 2 pescaditos y 1 tortuga. ¿Cuántos animales tiene Sara en total? Encierra la respuesta en un círculo.
- Item 5 DIGA: Halla el número 5. Había 17 niños jugando un juego. Ocho dejaron de jugar. ¿Cuántos niños quedaron jugando? Encierra la respuesta en un círculo.

M 2.209

Given a problem in addition with place values of hundreds, tens, and ones in vertical format, the student will be able to solve the problem.  
(criterion 4)

Spanish Criterion Reference Test  
Math

NAME \_\_\_\_\_

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1

$$\begin{array}{r} 136 \\ + 22 \\ \hline \end{array}$$

4

$$\begin{array}{r} 256 \\ 30 \\ + 13 \\ \hline \end{array}$$

2

$$\begin{array}{r} 300 \\ 21 \\ + 8 \\ \hline \end{array}$$

5

$$\begin{array}{r} 452 \\ + 321 \\ \hline \end{array}$$

3

$$\begin{array}{r} 103 \\ + 215 \\ \hline \end{array}$$

Instrucciones

Items 1 - 5 DIGA: Fíjate en los problemas de adición al lado de los números de 1 a 5. Resuelve cada problema y escribe la suma debajo del problema.

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Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

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Given a word problem in addition or subtraction the student will be able to solve it. (Criterion: 4)

1

5

8

6

7

8

12

12

18

20

2

3

4

9

10

48

25



Given a three-digit number, the student will be asked to identify the place value of each place. (Criterion: 4)

# Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

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INSTRUCCIONES: Fijate en el numeral que está abajo. Halla otro nombre para el numeral. Marca el espacio que indica la respuesta que tú escojes.

327

- 3 centenas, 2 decenas, 7 unidades
- 3 centenas, 20 decenas, 7 unidades
- 3 millares, 2 centenas, 7 decenas

803

- 8 centenas, 0 decenas, 3 unidades
- 80 centenas, 0 decenas, 3 unidades
- 8 centenas, 10 decenas, 13 unidades

201

- 2 centenas, 0 decenas, 1 unidades
- 20 centenas, 10 decenas, 11 unidades
- 2 millares, 0 decenas, 1 unidad

4

919

- (A) 9 centenas, 1 decena, 9 unidades
- (B) 9 millares, 10 decenas, 9 unidades
- (C) 91 centenas, 19 decenas, 0 unidades

5

546

- (A) 5 centenas, 4 decenas, 6 unidades
- (B) 50 centenas, 4 decenas, 6 unidades
- (C) 5 millares, 40 centenas, 6 decenas

49

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.102

Given a subtraction equation in which zero is the missing addend, the student will be able to solve the equation. (Criterion: 4)

INSTRUCCIONES: Fijate en los problemas de sustracción. Halla la diferencia. Marca el espacio que indica la respuesta que tú escojes.

1

$37 - \square = 37$

(A) 0

(B) 30

(C) 37

2

$88 - \square = 88$

(A) 0

(B) 88

(C) 89

3

$116 - \square = 116$

(A) 0

(B) 106

(C) 116

4

$792 - \square = 792$

(A) 0

(B) 791

(C) 792

5

$69 - \square = 69$

(A) 0

(B) 69

(C) 70

50

Use one, two or three place problems using zero as a place holder, the student will be able to complete the operation. (Criterion: 1)

### Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

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**INSTRUCCIONES:** Fíjate en los problemas de sustracción y adición. Suma o resta los números en cada problema según indica el símbolo. Marca el espacio que indica la respuesta que tú escoges.

$$\begin{array}{r} 20 \\ + 15 \\ \hline \end{array}$$

(A) 45  
(B) 35  
(C) 20

$$\begin{array}{r} 482 \\ - 30 \\ \hline \end{array}$$

(A) 452  
(B) 460  
(C) 352

$$\begin{array}{r} 560 \\ + 38 \\ \hline \end{array}$$

(A) 588  
(B) 538  
(C) 598

4

$$\begin{array}{r} 347 \\ - 201 \\ \hline \end{array}$$

(A) 105  
(B) 146  
(C) 248

5

$$\begin{array}{r} 580 \\ + 306 \\ \hline \end{array}$$

(A) 886  
(B) 286  
(C) 980

51



Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.204

Given a two-place subtraction problem with regrouping, the student will be able to identify the difference (Criterion: 4)

INSTRUCCIONES: Fíjate en cada problema de sustracción. Halla la diferencia. Marca el espacio que indica la respuesta que tú escoges.

1

$$\begin{array}{r} 31 \\ - 15 \\ \hline \end{array}$$

(A)

15

(B)

16

(C)

46

2

$$\begin{array}{r} 72 \\ - 18 \\ \hline \end{array}$$

(A)

53

(B)

54

(C)

64

3

$$\begin{array}{r} 80 \\ - 67 \\ \hline \end{array}$$

(A)

13

(B)

23

(C)

33

4

$$\begin{array}{r} 57 \\ - 29 \\ \hline \end{array}$$

(A)

26

(B)

27

(C)

28

5

$$\begin{array}{r} 93 \\ - 76 \\ \hline \end{array}$$

(A)

17

(B)

26

(C)

27

52

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.205

Given multiplication equations with the missing factor, one, the student will be able to solve the problem. (Criterion: 4)

INSTRUCCIONES: Fíjate en la oración matemática. Halla el numeral que completa la oración matemática correctamente. Marca el espacio que indica la respuesta que tú escoges.

1	$7 \times \square = 7$	(A) 0	(B) 1	(C) 7
---	------------------------	-------	-------	-------

2	$\frac{1}{16} \times \square = \frac{1}{16}$	(A) 0	(B) $\frac{1}{16}$	(C) 1
---	--	-------	--------------------	-------

3	$\frac{3}{25} \times \square = \frac{3}{25}$	(A) $\frac{3}{25}$	(B) 1	(C) 25
---	--	--------------------	-------	--------

4	$30 \times \square = 30$	(A) 0	(B) 1	(C) 30
---	--------------------------	-------	-------	--------

5	$84 = \square \times 84$	(A) 0	(B) 1	(C) 84
---	--------------------------	-------	-------	--------



Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.206

Given any two factors in multiplication such as 2 and 6, the student will be able to identify the factors renamed as the product 12. (Criterion: 4)

INSTRUCCIONES: Fíjate en los conjuntos de factores. Halla otro nombre para los factores. Marca el espacio que indica la respuesta que tú escoges.

1  $6 \times 2$

(A)

10

(B)

12

(C)

14

2  $3 \times 7$

(A)

10

(B)

21

(C)

24

3  $8 \times 4$

(A)

12

(B)

28

(C)

32

4  $5 \times 5$

(A)

25

(B)

30

(C)

35

5  $4 \times 6$

(A)

20

(B)

24

(C)

28

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.207

The student will be able to  
add columns of three digit  
numbers with regrouping  
(Criterion: 4)

INSTRUCCIONES: Fíjate en los problemas de adición. Halla la suma.  
Marca el espacio que indica la respuesta que tú escoges.

1

$$\begin{array}{r} 129 \\ +265 \\ \hline \end{array}$$

(A)

389

(B)

394

(C)

494

2

$$\begin{array}{r} 738 \\ +471 \\ \hline \end{array}$$

(A)

1209

(B)

1210

(C)

1220

3

$$\begin{array}{r} 387 \\ +546 \\ \hline \end{array}$$

(A)

923

(B)

933

(C)

943

4

$$\begin{array}{r} 513 \\ +399 \\ \hline \end{array}$$

(A)

812

(B)

912

(C)

914

5

$$\begin{array}{r} 268 \\ 135 \\ +423 \\ \hline \end{array}$$

(A)

716

(B)

816

(C)

826

55

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 3.208

Given addition problems involving fractions with equal denominators, the student will be able to add to sums less than one. (Criterion: 4)

INSTRUCCIONES: Fijate en las oraciones matemáticas. La casilla en cada una indica que falta un numeral. Fijate en los numerales al lado de cada oración matemática. Marca el espacio que indica la respuesta que tú escoges.

1

$$\frac{2}{4} + \frac{1}{4} = \square$$

(A)

$$\frac{1}{4}$$

(B)

$$\frac{3}{8}$$

(C)

$$\frac{3}{4}$$

2

$$\frac{3}{7} + \frac{1}{7} = \square$$

(A)

$$\frac{2}{7}$$

(B)

$$\frac{4}{7}$$

(C)

$$\frac{5}{7}$$

3

$$\frac{4}{9} + \frac{4}{9} = \square$$

(A)

$$\frac{4}{18}$$

(B)

$$\frac{8}{18}$$

(C)

$$\frac{8}{9}$$

4

$$\frac{1}{5} + \frac{1}{5} + \frac{2}{5} = \square$$

(A)

$$\frac{4}{15}$$

(B)

$$\frac{3}{5}$$

(C)

$$\frac{4}{5}$$

5

$$\frac{2}{11} + \frac{6}{11} + \frac{1}{11} = \square$$

(A)

$$\frac{8}{11}$$

(B)

$$\frac{9}{11}$$

(C)

$$\frac{10}{11}$$

56



Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Given a numeral, the student will be able to identify an expression which is another name for the numeral. (Criterion: 4)

INSTRUCCIONES: Lee cada numeral. Halla otro modo de nombrar ese número. Marca el espacio que indica la respuesta que tú escojes.

1  
10 =

(A)  $9 \times 1$       (B)  $3 + 7$       (C)  $\frac{10}{4}$       (D)  $20 \div 5$

2  
8 =

(A)  $3 \overline{)24}$       (B)  $6 + 3$       (C)  $2 \times 5$       (D)  $15 - 8$

3  
13 =

(A)  $\frac{3}{+11}$       (B) treinta      (C)  $15 - 2$       (D)  $12 \times 1$

4  
6 =

(A)  $16 - 9$       (B)  $6 \times 1$       (C)  $6 \overline{)24}$       (D)  $6 + 6$

5  
14 =

(A)  $7 \times 3$       (B)  $\frac{8}{+8}$       (C)  $20 - 7$       (D) catorce

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Given an equation with two addends, the student will be able to indicate knowledge of the commutative property by identifying an expression in which the addends have been reversed.  
(Criterion: 4)

INSTRUCCIONES: Lee cada oración matemática. Faltan dos sumandos. Halla el par de sumandos que completa la oración matemática correctamente según la propiedad conmutativa de la suma. Marca el espacio que indica la respuesta que tú escojes.

$8 + 2 = \square + \square$

- (A)  $5 + 5$       (B)  $2 + 8$       (C)  $7 + 3$       (D)  $9 + 1$

$12 + 7 = \square + \square$

- (A)  $12 + 6$       (B)  $10 + 9$       (C)  $7 + 12$       (D)  $4 + 15$

$\square + \square = 11 + 9$

- (A)  $10 + 10$       (B)  $15 + 5$       (C)  $8 + 13$       (D)  $9 + 11$

$25 + 14 = \square + \square$

- (A)  $19 + 20$       (B)  $13 + 16$       (C)  $14 + 25$       (D)  $30 + 9$

$\square + \square = 14 + 0$

- (A)  $0 + 14$       (B)  $7 + 7$       (C)  $8 + 6$       (D)  $14 + 1$

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

subtract a three-digit whole number from a three-digit whole number with regrouping. (Criterion: 4)

INSTRUCCIONES: Lee cada problema de sustracción que está abajo. Resta los números en cada uno y halla la diferencia. Marca el espacio que indica la respuesta que tú escojes.

$$\begin{array}{r} 364 \\ -158 \\ \hline \end{array}$$

- (A) 106      (B) 116      (C) 206      (D) 216

$$\begin{array}{r} 546 \\ -453 \\ \hline \end{array}$$

- (A) 83      (B) 93      (C) 183      (D) 193

$$\begin{array}{r} 832 \\ -568 \\ \hline \end{array}$$

- (A) 264      (B) 274      (C) 364      (D) 374

$$\begin{array}{r} 605 \\ -249 \\ \hline \end{array}$$

- (A) 256      (B) 356      (C) 366      (D) 466

$$\begin{array}{r} 700 \\ -583 \\ \hline \end{array}$$

- (A) 117      (B) 217      (C) 227      (D) 283

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Given a four-digit number, the student will be able to identify the place value of any of the digits. (Criterion: 4)

INSTRUCCIONES: Lee los problemas de 1 a 5. Marca el espacio que indica la respuesta que tú escojes.

1. ¿Cuál dígito está en el lugar de las centenas en 1245?

(A) 1

(B) 2

(C) 4

(D) 5

2. ¿Cuál es el valor del dígito subrayado en 67547?

(A) 6

(B) 60

(C) 600

(D) 6000

3. ¿Cuál es el valor del dígito subrayado en 8327?

(A) 2

(B) 20

(C) 200

(D) 2000

4. ¿Cuál dígito está en el lugar de los millares en 5837?

(A) 3

(B) 5

(C) 7

(D) 8

5. ¿Cuál es el valor del dígito subrayado en 9786?

(A) 7

(B) 70

(C) 700

(D) 7000

## Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

The student will be able to multiply a two-digit whole number by a two-digit whole number. (Criterion: 4)

INSTRUCCIONES: Lee cada problema de multiplicación. Multiplica los números y halla el producto. Marca el espacio que indica la respuesta que tú escojes.

1

$$\begin{array}{r} 23 \\ \times 15 \\ \hline \end{array}$$

(A) 138

(B) 330

(C) 335

(D) 345

2

$$\begin{array}{r} 46 \\ \times 34 \\ \hline \end{array}$$

(A) 1,446

(B) 1,464

(C) 1,546

(D) 1,564

3

$$\begin{array}{r} 60 \\ \times 58 \\ \hline \end{array}$$

(A) 3,370

(B) 3,480

(C) 3,800

(D) 3,840

4

$$\begin{array}{r} 98 \\ \times 42 \\ \hline \end{array}$$

(A) 4,016

(B) 4,106

(C) 4,116

(D) 4,126

5

$$\begin{array}{r} 65 \\ \times 87 \\ \hline \end{array}$$

(A) 5,655

(B) 5,650

(C) 5,755

(D) 5,705

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Two factors with one factor greater than 100. The student will be able to find the product. (Criterion: 1)

INSTRUCCIONES: Lee cada problema de multiplicación. Multiplica los números y halla el producto. Marca el espacio que indica la respuesta que tu escojes.

238  
X 9

- (A) 2,072      (B) 2,133      (C) 2,142      (D) 2,151

2

114  
X 25

- (A) 798      (B) 2,740      (C) 2,750      (D) 2,850

3

508  
X 37

- (A) 18,796      (B) 18,800      (C) 18,806      (D) 21,046

4

473  
X 56

- (A) 25,388      (B) 25,488      (C) 26,378      (D) 26,488

5

892  
X 67

- (A) 11,596      (B) 59,764      (C) 60,764      (D) 60,784

62

Spanish Criterion Reference Test:

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 4 #208  
The student will be able to  
add two or more (addition)  
whole numbers with re-  
grouping.  
(Criterion: 4)

INSTRUCCIONES: Lee cada problema de adición que está abajo. Suma los números en cada uno y halla la suma. Marca el espacio que indica la respuesta que tu escójes.

$$\begin{array}{r} 43,265 \\ + 36,854 \\ \hline \end{array}$$

- (A) 6,411      (B) 70,129      (C) 80,119      (D) 801,129

$$\begin{array}{r} 29,642 \\ + 83,869 \\ \hline \end{array}$$

- (A) 102,401      (B) 113,511      (C) 114,501      (D) 114,511

$$\begin{array}{r} 32,451 \\ 16,803 \\ + 47,268 \\ \hline \end{array}$$

- (A) 96,522      (B) 96,621      (C) 97,522      (D) 97,622

$$\begin{array}{r} 56,328 \\ 28,412 \\ + 91,706 \\ \hline \end{array}$$

- (A) 175,436      (B) 175,446      (C) 176,436      (D) 176,446

$$\begin{array}{r} 46,378 \\ 10,912 \\ 91,634 \\ + 72,557 \\ \hline \end{array}$$

- (A) 219,481      (B) 220,471      (C) 221,481      (D) 229,471

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

FL 4.201

Given a word problem, the student will be able to identify the operation or operations that can be used to solve the problem.  
Criterion: 4)

**INSTRUCCIONES:** Lee cada problema en forma de cuento. Decide cuales operaciones tú necesitas usar para resolver cada problema. Marca el espacio que indica la respuesta que tú escojes.

1. Marcos compró un libro por \$.59. El tenía \$2.00. Para resolver cuanto dinero le quedó a Marcos, tú puedes

- A sumar       B restar       C multiplicar       D dividir

2. Juan y Ana hicieron 5 docenas de galletitas cada uno. Cada uno llevó 2 docenas a la escuela para una fiesta. Para resolver cuántas docenas quedaron en casa, tú puedes

- A sumar y multiplicar       B restar y dividir       C multiplicar y dividir       D multiplicar restar

3. Jesús tenía 4 libros y recibió 2 mas el día de su cumpleaños. Le dió uno a su hermano. Para resolver cuantos libros le quedaron, tú puedes

- A sumar y dividir       B sumar y restar       C dividir y multiplicar       D multiplicar y restar

4. María tenía 45¢. Ella gastó 30¢ para su almuerzo. Su hermana le dió 10¢. Para resolver cuanto dinero le quedó a María, tú puedes

- A dividir y sumar       B restar y sumar       C dividir y multiplicar       D restar y multipli

5. El Sr. Sánchez compró helados para sus 5 hijos. Los helados se vendían a 3 por 24¢. Para resolver cuanto tuvo que pagar el Sr. Sánchez, tú puedes

- A sumar y multiplicar       B sumar y restar       C dividir y multiplicar       D multiplicar restar





Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 5.102

Given a subtraction problem of mixed decimals with regrouping, the student will be able to identify the difference. (Criterion: 4)

Instrucciones: Lee cada problema de sustracción. Resta cada uno y halla la diferencia. Marca el espacio que indica la respuesta que tú escoges.



1

$$\begin{array}{r} 8.7 \\ - 2.9 \\ \hline \end{array}$$

(A) 5.6      (B) 5.8      (C) 6.7      (D) \_\_\_\_\_

2

$$\begin{array}{r} 4.30 \\ - 2.72 \\ \hline \end{array}$$

(A) 1.48      (B) 1.58      (C) 1.68      (D) 2.68

3

$$\begin{array}{r} 86.0 \\ - 8.4 \\ \hline \end{array}$$

(A) 7.86      (B) 77.6      (C) 78.4      (D) 78.6

4

$$\begin{array}{r} 672.43 \\ - 539.87 \\ \hline \end{array}$$

(A) 32.56      (B) 123.56      (C) 132.46      (D) 132.56

5

$$\begin{array}{r} 156.05 \\ - 73.29 \\ \hline \end{array}$$

(A) 72.76      (B) 73.76      (C) 82.76      (D) 82.84



Spanish Criterion Reference Test  
Math

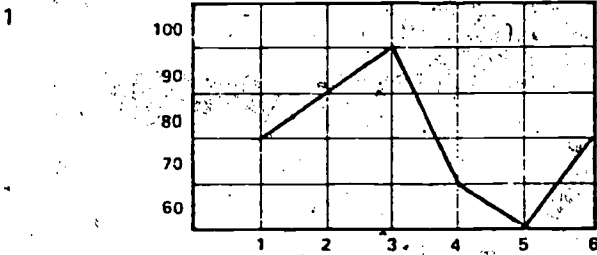
NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 5.103

Given data on a graph (bar, circle, linear), the student will be able to answer questions about the information presented. (Criterion: 4)

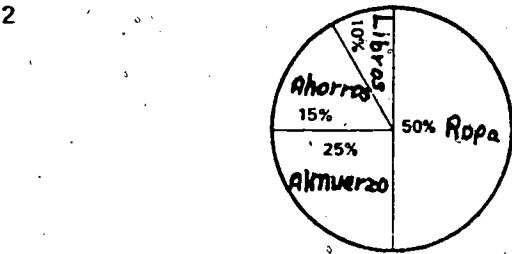
Usa la información en cada gráfica para contestar la pregunta que está a un lado. Marca el espacio que indica la respuesta que tú escoges.



Calificaciones de las pruebas de ortografía de Federico.

¿Cuántas veces sacó un grado de 80 en las pruebas de Federico?

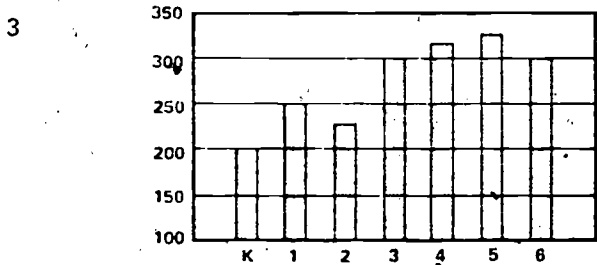
- (A) 0                      (B) 1  
(C) 2                      (D) 3



Ganancias de Tito.

¿Qué porcentaje de sus ganancias uso Tito para sus almuerzos?

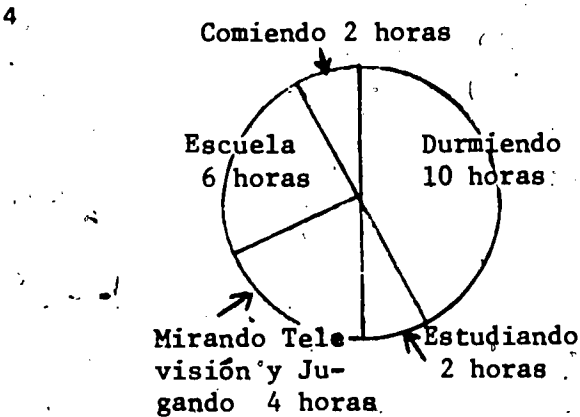
- (A) 10%                      (B) 15%  
(C) 25%                      (D) 50%



Matriculación de la Escuela Cesar Chavez.

¿Cuál es la clase de la Escuela Cesar Chavez que tiene menos estudiantes?

- (A) 100                      (B) 150  
(C) 200                      (D) 325

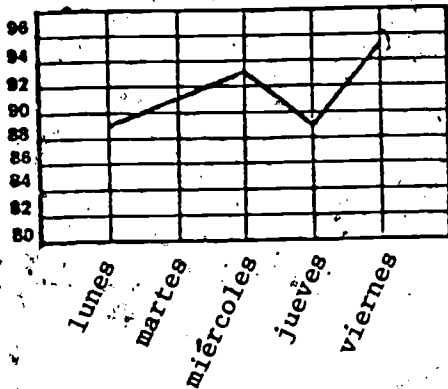


Como Pasa Su Día Ana

¿Cuántas horas al día pasa Ana estudiando?

- (A) 2                      (B) 4  
(C) 6                      (D) 10

5.



Temperaturas Semanales

¿En cuáles dos días llegó la temperatura al mismo grado?

- (A) lunes y viernes
- (B) miércoles y jueves
- (C) martes y jueves
- (D) lunes y jueves

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

The student will be able to  
divide a five-digit numeral  
by a five-digit numeral.  
(Criterion 4)

Instrucciones:

Lee cada problema de división.  
Divide los números y halla el cociente.  
Marca el espacio que indica la respuesta que  
tú escoges.

---

23)  $\overline{24,702}$

- (A) 1,054      (B) 1,064      (C) 1,074      (D) 1,174

---

20)  $\overline{83,240}$

- (A) 4,160      (B) 4,162      (C) 5,160      (D) 5,162

---

19)  $\overline{49,939}$

- (A) 2,581      (B) 2,628 R 7      (C) 2,682 R 7      (D) 2,718

---

13)  $\overline{58,845}$

- (A) 4,520 R 3      (B) 4,526 R 7      (C) 4,636 R 7      (D) 4,636

---

31)  $\overline{82,843}$

- (A) 2,670      (B) 2,672      (C) 2,672 R 11      (D) 2,682 R 11

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

When a division problem is given, a student should read the problem, divide and check the answer. In each of the following, a student should identify the question.

Instrucciones:

Lee cada problema de división. Divide los números y halla el cociente. Marca el espacio que indica la respuesta que tú escoges.

10) 320

(A) 8

(B) 9

(C) 18

(D) 80

70) 840

(A) 10

(B) 12

(C) 20

(D) 120

90) 630

(A) 7

(B) 17

(C) 70

(D) 700

50) 650

(A) 10

(B) 11

(C) 13

(D) 15

60) 960

(A) 15

(B) 16

(C) 106

(D) 160

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Given an addition and/or subtraction problem of unlike mixed fractions, the student will be able to compute the sum and/or the difference and identify it in simplest terms (Criterion 4)

Instrucciones:

Lee cada problema. Suma o resta los números según indica el símbolo. Reduce cada respuesta a su término mínimo. Marca el espacio que indica la respuesta que tú escoges.

$$\begin{array}{r} 1\frac{2}{3} \\ + 2\frac{1}{6} \\ \hline \end{array}$$

(A)  $3\frac{7}{9}$

(B)  $3\frac{5}{6}$

(C)  $3\frac{11}{12}$

(D)  $4\frac{2}{3}$

$$\begin{array}{r} 3 \\ 5 \\ - 3\frac{2}{5} \\ \hline \end{array}$$

(A)  $1\frac{7}{20}$

(B)  $2\frac{7}{20}$

(C)  $2\frac{4}{10}$

(D)  $2\frac{4}{5}$

$$\begin{array}{r} 1 \\ 5 \\ - 4\frac{5}{8} \\ \hline \end{array}$$

(A)  $9\frac{25}{48}$

(B)  $9\frac{2}{3}$

(C)  $9\frac{19}{24}$

(D)  $9\frac{11}{12}$

$$\begin{array}{r} 13 \\ 10 \\ - 8\frac{7}{10} \\ \hline \end{array}$$

(A)  $2\frac{1}{6}$

(B)  $2\frac{1}{5}$

(C)  $2\frac{6}{15}$

(D)  $2\frac{65}{150}$

$$\begin{array}{r} 17 \\ 21 \\ + 2\frac{3}{8} \\ \hline \end{array}$$

(A)  $38\frac{1}{8}$

(B)  $38\frac{3}{7}$

(C)  $38\frac{3}{5}$

(D)  $38\frac{53}{56}$

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

FL 3-207

Given a multiplication problem composed of two factors which are reciprocals, the student will be able to identify the product. (Criterion 4)

Instrucciones:

Lee cada problema de multiplicación. Multiplica los factores. Reduce las respuestas a sus términos mínimos. Marca el espacio que indica la respuesta que tú escoges.

$$\frac{1}{4} \times \frac{4}{1} = \square$$

(A)  $\frac{1}{4}$

(B) 1

(C) 4

(D)  $4\frac{1}{4}$

$$\square = \frac{8}{9} \times \frac{9}{8}$$

(A) 1

(B)  $1\frac{8}{9}$

(C) 89

(D) 98

$$\frac{4}{7} \times \frac{7}{4} = \square$$

(A)  $\frac{4}{7}$

(B) 1

(C)  $1\frac{3}{7}$

(D) 47

$$\frac{9}{16} \times \frac{16}{9} = \square$$

(A)  $\frac{9}{16}$

(B)  $\frac{15}{16}$

(C) 1

(D)  $1\frac{7}{9}$

$$\square = \frac{14}{25} \times \frac{25}{14}$$

(A)  $\frac{1}{2}$

(B)  $\frac{14}{25}$

(C)  $\frac{4}{5}$

(D) 1



Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 5.208

Given simple fractions to divide, the student will be able to divide them by using reciprocals. (Criterion: 4)

Instrucciones:

Lee cada problema de división. Divide los números y reduce la fracción a su término mínimo. Marca el espacio que indica la respuesta que tú escoges.

1

$$\square = \frac{1}{6} \div \frac{4}{9}$$

(A)  $\frac{1}{9}$

(B)  $\frac{3}{8}$

(C)  $\frac{1}{2}$

(D)  $\frac{3}{4}$

2

$$\frac{1}{8} \div \frac{4}{5} = \square$$

(A)  $\frac{1}{10}$

(B)  $\frac{1}{8}$

(C)  $\frac{5}{24}$

(D)  $\frac{5}{32}$

3

$$\square = \frac{6}{7} \div \frac{3}{8}$$

(A)  $\frac{9}{28}$

(B)  $1\frac{20}{21}$

(C)  $2\frac{1}{7}$

(D)  $2\frac{2}{7}$

4

$$\square = \frac{4}{9} \div \frac{3}{4}$$

(A)  $\frac{1}{3}$

(B)  $\frac{8}{27}$

(C)  $\frac{16}{27}$

(D)  $\frac{8}{9}$

5

$$\frac{3}{5} \div \frac{2}{3} = \square$$

(A)  $\frac{2}{5}$

(B)  $\frac{8}{15}$

(C)  $\frac{9}{10}$

(D)  $1\frac{1}{3}$

73

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 5.209

The student will be able to divide a fraction by a whole number. (Criterion: 4)

Instrucciones:

Lee cada oración matemática. La casilla indica que falta un numeral. Halla el numeral que falta. Marca el espacio que indica la respuesta que tú escoges.

1

$$14 \div \frac{1}{2} = \square$$

(A) 2

(B) 7

(C) 14

(D) 28

2

$$8 \div \frac{4}{5} = \square$$

(A)  $\frac{2}{5}$

(B)  $8\frac{2}{5}$

(C) 10

(D) 12

3

$$5 \div \frac{4}{9} = \square$$

(A)  $2\frac{2}{9}$

(B)  $10\frac{1}{4}$

(C)  $11\frac{1}{4}$

(D)  $11\frac{1}{2}$

4

$$21 \div \frac{3}{7} = \square$$

(A) 9

(B) 49

(C) 63

(D) 147

5

$$9 \div \frac{6}{7} = \square$$

(A)  $6\frac{3}{7}$

(B)  $10\frac{1}{2}$

(C) 11

(D)  $11\frac{2}{7}$

## Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Instrucciones: Lee cada problema en forma de cuento. Resuelve el problema. Marca el espacio que indica la respuesta que tú escoges.

1. Si hay 4 cuartos en un galón, cuántos cuartos hay en  $\frac{3}{4}$  de un galón?

- (A) 1 cuarto (B) 3 cuartos (C) 4 cuartos (D) 5 cuartos

2. Carlos pesa  $\frac{1}{3}$  parte de lo que pesa su padre. Su padre pesa 165 libras. ¿Cuánto pesa Carlos?

- (A) 50 libras (B) 55 libras (C) 65 libras (D) 100 libras

3. María ganó diez dólares. Ella ahorró  $\frac{1}{2}$  de este dinero. ¿Cuánto ahorró María?

- (A) \$2.00 (B) \$5.00 (C) \$10.00 (D) \$20.00

4. El cocinero necesita  $\frac{1}{3}$  taza de azúcar para cada cuarto de limonada. ¿Cuánta azúcar necesita para hacer 15 cuartos de limonada?

- (A) 5 tazas (B) 10 tazas (C) 30 tazas (D) 45 tazas

5. Los estudiantes del quinto grado tienen clase de ciencia cinco veces a la semana. La clase dura  $\frac{3}{4}$  de hora cada día. ¿Cuántas horas de ciencia tienen los estudiantes de quinto cada semana?

- (A)  $2\frac{3}{4}$  horas (B) 3 horas (C)  $3\frac{3}{4}$  horas (D) 4 horas

The student will be able to multiply a four-digit whole number by a three-digit whole number. (Attention: 4)

Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

INSTRUCCIONES: Lee cada problema de multiplicación. Multiplica los números y halla el producto. Marca el espacio que indica la respuesta que tú escojes.

2,453  
x 132

- (A) 14,717      (B) 322,796      (C) 323,696      (D) 323,796

1,695  
x 217

- (A) 358,715      (B) 367,715      (C) 367,815      (D) 368,815

3,573  
x 360

- (A) 189,422      (B) 285,920      (C) 585,920      (D) 1,250,900

6,743  
x 506

- (A) 74,173      (B) 377,608      (C) 3,411,958      (D) 3,421,958

9,381  
x 827

- (A) 7,758,087      (B) 7,758,097      (C) 7,758,107      (D) 7,858,097



Spanish Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

INSTRUCCIONES: Lee cada problema de adición y halla la suma. Marca el espacio que indica la respuesta que tú escojes.

1

$$\begin{array}{r} \frac{2}{7} \\ \frac{3}{7} \\ + \frac{1}{7} \\ \hline \end{array}$$

- (A)  $\frac{5}{7}$       (B)  $\frac{6}{7}$       (C) 1      (D)  $1\frac{2}{21}$

2

$$\begin{array}{r} \frac{1}{3} \\ \frac{2}{3} \\ + \frac{1}{3} \\ \hline \end{array}$$

- (A)  $\frac{4}{9}$       (B) 1      (C)  $1\frac{1}{3}$       (D)  $1\frac{2}{3}$

3

$$\begin{array}{r} \frac{5}{8} \\ \frac{3}{8} \\ + \frac{7}{8} \\ \hline \end{array}$$

- (A)  $1\frac{7}{8}$       (B) 2      (C)  $2\frac{1}{8}$       (D)  $2\frac{6}{24}$

4

$$\begin{array}{r} \frac{2}{5} \\ \frac{1}{5} \\ + \frac{2}{5} \\ \hline \end{array}$$

- (A)  $\frac{1}{3}$       (B) 1      (C)  $1\frac{1}{3}$       (D)  $1\frac{1}{5}$

Spanish Criterion Reference Test

Math

M 6.102

$$\begin{array}{r} 5 \frac{2}{6} \\ + \frac{1}{6} \\ + \frac{3}{6} \\ \hline \end{array}$$

(A)  $\frac{5}{6}$

(B) 1

(C)  $1\frac{1}{6}$

(D)  $\frac{7}{8}$

Bilingual Education - Hayward Unified School District

Spanish Anterior Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 6.203

Given a mixed rational division problem with unlike denominators, the student will be able to divide a mixed number by a mixed number. (Criterion: 4)

INSTRUCCIONES: Lee cada oración matemática. La casilla indica que falta uno de los numerales. Halla el numeral que falta. Marca el espacio que indica el numeral que falta.

1

$$1\frac{2}{3} \div 1\frac{1}{2} = \square$$

(A)  $1\frac{1}{9}$

(B)  $1\frac{2}{3}$

(C)  $1\frac{1}{6}$

(D)  $2\frac{1}{2}$

2

$$6\frac{1}{8} \div 1\frac{3}{4} = \square$$

(A)  $2\frac{1}{2}$

(B) 3

(C)  $3\frac{1}{8}$

(D)  $3\frac{1}{2}$

3

$$4\frac{1}{8} \div 2\frac{1}{12} = \square$$

(A)  $\frac{1}{2}$

(B) 1

(C) 2

(D)  $2\frac{1}{2}$

4

$$2\frac{4}{9} \div 2\frac{3}{4} = \square$$

(A)  $\frac{8}{9}$

(B)  $\frac{4}{9}$

(C)  $1\frac{1}{8}$

(D)  $1\frac{1}{9}$

5

$$12\frac{1}{2} \div 16\frac{2}{3} = \square$$

(A)  $\frac{1}{3}$

(B)  $\frac{3}{4}$

(C)  $1\frac{1}{2}$

(D)  $2\frac{2}{3}$

Given the price of a dozen objects, the student will be able to determine the cost of a certain number of objects. (Criterion: 4)

## Spanish Criterion Reference Test

## Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

INSTRUCCIONES: Lee cada problema en forma de cuento. Resuelve el problema. Marca el espacio que indica la respuesta que tú escojes.

1. Si una docena de huevos cuesta \$.48, ¿cuánto cuestan 3 huevos?

- (A) \$.03      (B) \$.06      (C) \$.12      (D) \$.15

2. Si una docena de dulces cuesta \$.60, ¿cuánto cuestan 5 dulces?

- (A) \$.10      (B) \$.15      (C) \$.20      (D) \$.25

3. Si una docena de bolillos cuesta \$.84, ¿cuánto cuestan 6 bolillos?

- (A) \$.28      (B) \$.35      (C) \$.42      (D) \$.56

4. Si una docena de modelos de aviones cuestan \$12.00, ¿cuánto cuestan 3 modelos?

- (A) \$2.00      (B) \$3.00      (C) \$6.00      (D) \$9.00

5. Si una docena de libros cuestan \$18.00, ¿cuánto cuestan 4 libros?

- (A) \$3.00      (B) \$4.50      (C) \$6.00      (D) \$7.50



APPENDIX VII

Kindergarten thru Sixth Grade Portuguese  
Math Criterion Reference Tests

PORTUGUESE CRITERION REFERENCE TEST

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

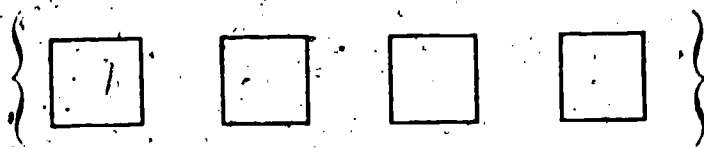
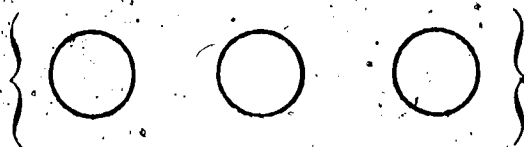
0.101

Given a pair of equivalent sets, the student will be able to indicate a one-to-one correspondence between members of these sets by constructing lines.

Teacher-Observed Pupil Performance Objective

Instruções

Mostre ao estudante um par de conjuntos equivalentes (escritos num papel ou no quadro-preto). Peça ao estudante para ligar com uma linha um a um os objectos dos conjuntos.



# Portuguese Criterion Reference Test

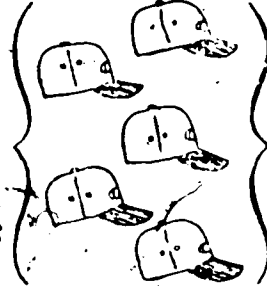
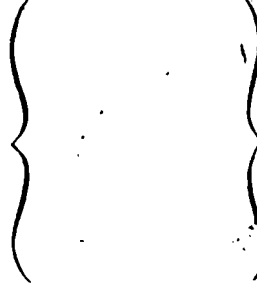
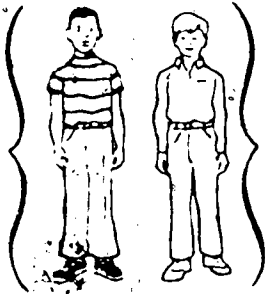
Math

Nome \_\_\_\_\_

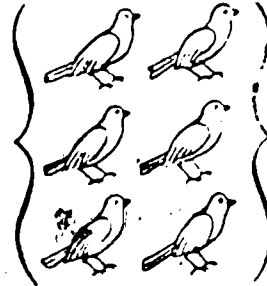
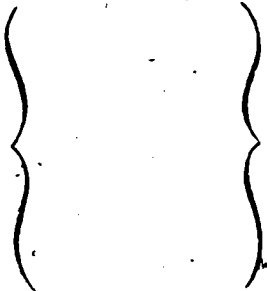
Data \_\_\_\_\_

M O. 102

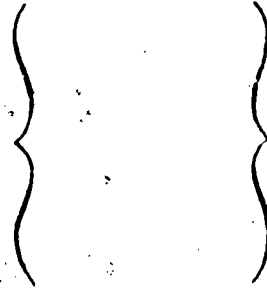
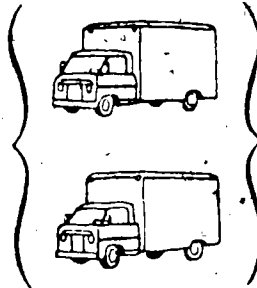
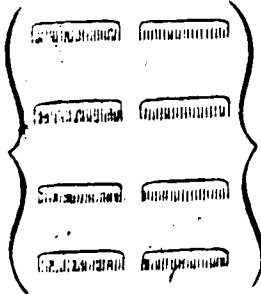
Given a group of sets, the student will be able to identify the empty set. (Criterion: 1)



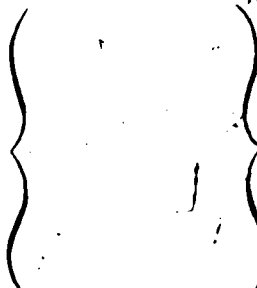
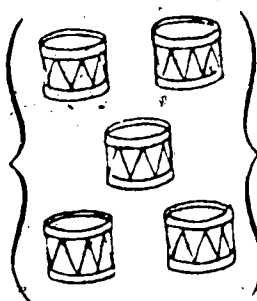
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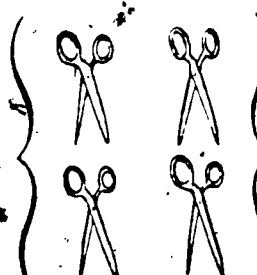
3



4



5



Portuguese Criterion Reference Test

Math

M 0.102

INSTRUÇÕES:

- Item 1            DIGA:    Olha para a colher. Ao lado da colher estão alguns conjuntos. Acha o conjunto vazio. Traça um círculo a volta do conjunto vazio.
- Item 2            DIGA:    Olha para a flor. Olha para os conjuntos. Acha o conjunto vazio. Traça um círculo a volta do conjunto vazio.
- Item 3            DIGA:    Olha para as uvas. Olha para os conjuntos. Acha o conjunto vazio. Traça um círculo em volta do conjunto vazio.
- Item 4            DIGA:    Olha para o copo. Olha para os conjuntos. Acha o conjunto vazio. Traça um círculo a volta do conjunto vazio.
- Item 5            DIGA:    Olha para a vela. Olha para os conjuntos. Acha o conjunto vazio. Traça um círculo a volta do conjunto vazio.

Bilingual Education - Hayward Unified School District

Portuguese Criterion Reference Test

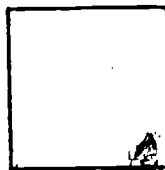
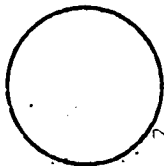
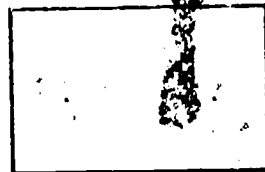
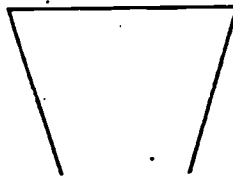
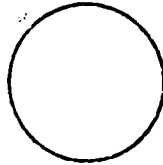
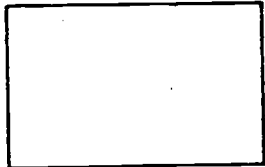
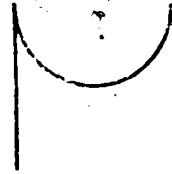
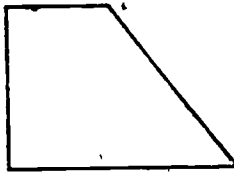
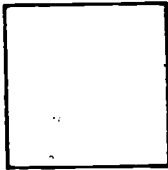
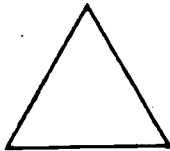
Math

M. O. 103

to a set of shapes and  
open ends. The student  
will be able to identify a  
circle, triangle, square,  
(Criterion 1)

Name \_\_\_\_\_

Data \_\_\_\_\_



85



Portuguese Criterion Reference Test

Math

M 0. 103

INSTRUÇÕES

- Item 1            DIGA:    Olha para a colher. Ao lado da colher estão algumas figuras. Acha o triângulo. Traça um círculo à volta do triângulo.
- Item 2            DIGA:    Olha para a flor. Olha para as figuras. Traça um círculo à volta do quadrado.
- Item 3            DIGA:    Olha para as uvas. Olha para as figuras. Traça um círculo à volta do círculo.
- Item 4            DIGA:    Olha para o copo. Olha para as figuras. Traça um círculo à volta do triângulo.
- Item 5            DIGA:    Olha para a vela. Olha para as figuras. Traça um círculo à volta do quadrado.

Bilingual Education - Hayward Unified School District

Portuguese Criterion Reference Test

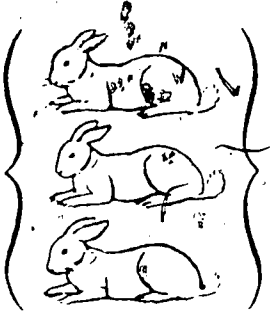
Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M 0.204

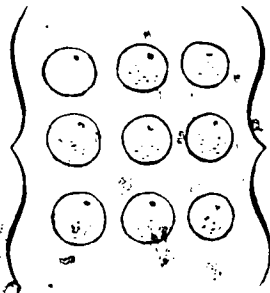
Given a set of objects, the student will be able to identify the cardinal number of the set. (Criterion 4)



2

3

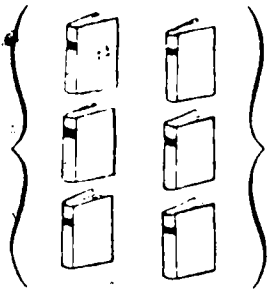
4



7

8

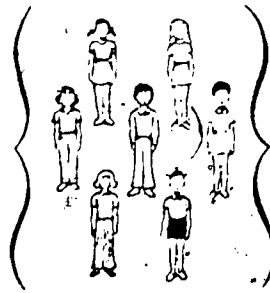
9



3

5

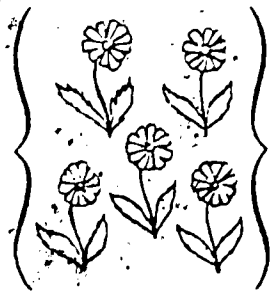
6



7

8

9



2

5

6

Portuguese Criterion Reference Test

Math

M 0.204

INSTRUÇÕES;

- Item 1      DIGA:      Olha para a colher. Ao lado da colher está um conjunto de coelhos. Ao lado dos coelhos estão numerais. Acha o numeral que mostra o número de coelhos que estão no conjunto. Marca um círculo à volta do numeral.
- Item 2      DIGA:      Olha para a flor. Olha para o conjunto de laranjas. Acha o numeral que mostra o número de laranjas no conjunto. Marca um círculo à volta do numeral.
- Item 3      DIGA:      Olha para as línguas. Olha para o conjunto de livros. Acha o numeral que mostra o número de livros no conjunto. Marca um círculo à volta do número.
- Item 4      DIGA:      Olha para o copo. Olha para o conjunto de meninas. Acha o numeral que mostra o número de meninas no conjunto.
- Item 5      DIGA:      Olha para a vela. Olha para o conjunto de flores. Acha o numeral que mostra o número de flores no conjunto.



The student will be able to write the numerals from 0 to 10.

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

Teacher-Observed Pupil Performance Objective

INSTRUÇÕES:

Peça ao estudante para escrever os números 0-10.

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Portuguese Criterion Reference Test

Math

M L101

Given a picture of a coin, the student will be able to identify it

(Criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_



Math

INSTRUÇÕES:

- Item 1 DIGA: Olha para a colher. Olha para os desenhos das moedas. Encontra desenho do nickel. Traça um círculo à volta do nickel.
- Item 2 DIGA: Olha para a flor. Olha para os desenhos das moedas. Traça um círculo à volta do quarter.
- Item 3 DIGA: Olha para as uvas. Olha para os desenhos das moedas. Traça um círculo à volta do penny.
- Item 4 DIGA: Olha para o copo. Olha para os desenhos das moedas. Traça um círculo à volta do half-dollar.
- Item 5 DIGA: Olha para a vela. Olha para os desenhos das moedas. Traça um círculo à volta do dime.

Portuguese Criterion Reference Test

M 1.102

Given a number word and a selection of numerals from 0 to 10, the student will be able to match the number word to the numeral. (Criterion: 4)

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

1

one

1

2

4

2

ten

2

8

10

3

five

4

5

7

4

seven

3

6

7

5

zero

0

5

10

Portuguese Criterion Reference Test

Math

M 1.102

INSTRUÇÕES:

- Item 1            DIGA:    Olha para número 1. Olha para o nome do número. Ao lado do nome do número estão numerais. Encontra o numeral que é o nome da palavra. Traça um círculo a volta do numeral.
- Item 2            DIGA:    Olha para número 2. Olha para o nome do número. Encontra o numeral que é o nome da palavra.
- Item 3            DIGA:    Olha para número 3. Olha para o nome do número. Encontra o numeral que é o nome da palavra.
- Item 4            DIGA:    Olha para número 4. Olha para o nome do número. Encontra o numeral que é o nome da palavra.
- Item 5            DIGA:    Olha para número 5. Olha para o nome do número. Encontra o numeral que é o nome da palavra.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M. 1:103

On the basis of number combinations (basic facts) from 0-9 in written form, the student will be able to solve any combination such as 1+3 or 9-2 (Criterion 4)

1

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	0	6	7
---	---	---	---

2

$4 + 3 = \underline{\quad}$	1	2	7
-----------------------------	---	---	---

3

$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	0	4	8
---	---	---	---

4

$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	3	7	9
---	---	---	---

5

$7 + 2 = \underline{\quad}$	5	8	9
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Portuguese Criterion Reference Test

Math

M 1.103

INSTRUÇÕES:

- Item 1            DIGA:    Olha para número 1. Olha para a combinação de adição  $6 + 0$ . Encontra o numeral que é a soma de  $6 + 0$ . Traça um círculo a volta desse número.
- Item 2            DIGA:    Olha para número 2. Olha para a combinação de adição  $4 + 3$ . Traça um círculo a volta do numeral que é a soma de  $4 + 3$ .
- Item 3            DIGA:    Olha para número 3. Olha para a combinação de adição  $4 + 4$ . Traça um círculo a volta do numeral que é a soma de  $4 + 4$ .
- Item 4            DIGA:    Olha para número 4. Olha para a combinação de adição  $5 + 2$ . Traça um círculo a volta do numeral que é a soma de  $5 + 2$ .
- Item 5            DIGA:    Olha para número 5. Olha para a combinação de adição  $7 + 2$ . Traça um círculo a volta do numeral que é a soma de  $7 + 2$ .

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M.Y. 204

Given a picture of a coin, the student will be able to take its value

in cents. (Criterion: 4)





## INSTRUÇÕES:

- Item 1 DIGA: Olha para a colher. Olha para as moedas. Encontra a moeda que tem valor de dez centavos. Traça-la um círculo à volta.
- Item 2 DIGA: Olha para a flor. Olha para as moedas. Traça um círculo à volta da moeda que tem valor de cinquenta centavos.
- Item 3 DIGA: Olha para as uvas. Olha para as moedas. Traça um círculo à volta da moeda que tem valor de cinco centavos.
- Item 4 DIGA: Olha para o copo. Olha para as moedas. Traça um círculo à volta da moeda que tem valor de vintecinco centavos.
- Item 5 DIGA: Olha para a vela. Olha para as moedas. Traça um círculo à volta da moeda que tem valor de um centavo.

Portuguese Criterion Reference Test

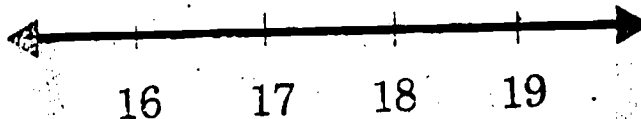
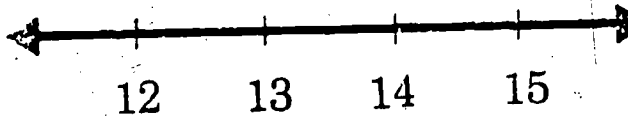
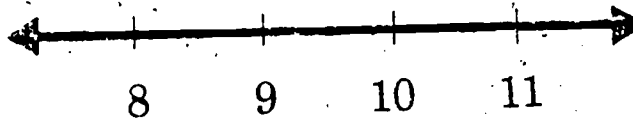
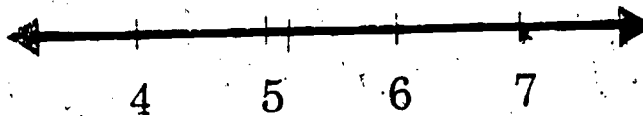
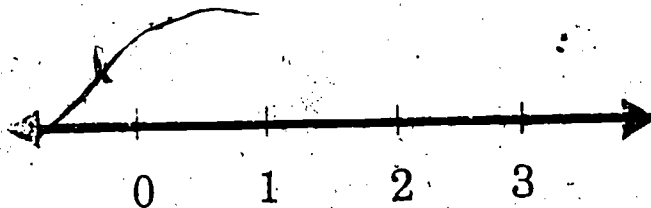
Math

Give a number line. The student will be able to identify odd or even numbers.

(criterion 4)

Name \_\_\_\_\_

Date \_\_\_\_\_



Portuguese Criterion Reference Test

Math

M 1,205

INSTRUÇÕES:

- Item 1                    DIGA:    Olha para número 1. Ao lado do numeral está uma parte dum linha numérica. Encontra qualquer número impar nesta linha numérica. Faz um círculo à volta.
- Item 2                    DIGA:    Olha para número 2. Faz um círculo à volta de qualquer número par na linha numérica.
- Item 3                    DIGA:    Olha para número 3. Faz um círculo à volta de qualquer número par na linha numérica.
- Item 4                    DIGA:    Olha para número 4. Faz um círculo à volta de qualquer número impar na linha numérica.
- Item 5                    DIGA:    Olha para número 5. Faz um círculo à volta de qualquer número par na linha numérica.

Portuguese Criterion Reference Test

Math

Name: \_\_\_\_\_

Date: \_\_\_\_\_

M 1. 206

Given a dictated number between 0 and 100, the student will be able to identify the correct numeral. (Criterion: 4)

1

3

13

31

---

2

44

45

54

---

3

69

79

96

---

4

67

76

77

---

5

10

100

90

100

Portuguese Criterion Reference Test

Math

M 1.206

INSTRUÇÕES:

- Item 1            DIGA:    Olha para número 1. Ao lado de número 1  
                     estão numerais.  
                     Escuta ao número que eu digo. 13.  
                     Faz um círculo à volta do numeral 13.
- Item 2            DIGA:    Olha para número 2. Escuta:  
                     45. Faz um círculo à volta do numeral 45.
- Item 3            DIGA:    Olha para número 3- Escuta: 69 .  
                     Faz um círculo à volta do numeral 69.
- Item 4            DIGA:    Olha para número 4. Escuta: 77.  
                     Faz um círculo à volta do numeral 77.
- Item 5            DIGA:    Olha para número 5. Escuta: 100.  
                     Faz um círculo à volta do numeral 100.

Portuguese Criterion Reference Test

Math

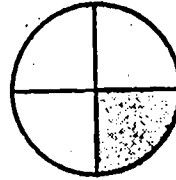
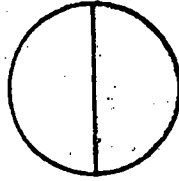
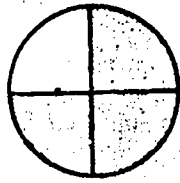
Name \_\_\_\_\_

Data \_\_\_\_\_

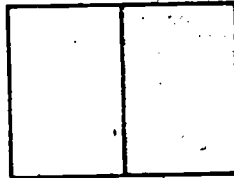
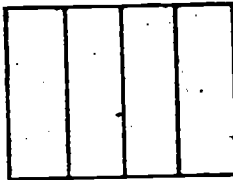
M 1. 207

Given a set of pictures of regions, the student will be able to choose the region that has  $1/2$  or  $1/4$  shaded. (Criterion: 4)

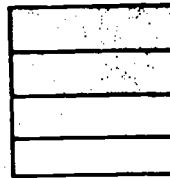
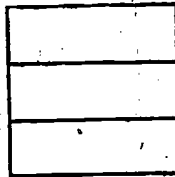
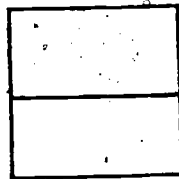
1



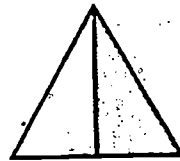
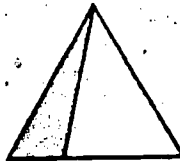
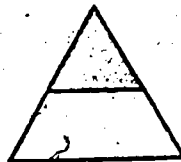
2



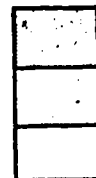
3



4



5



Portuguese Criterion Reference Test

Math

M 1.207

INSTRUÇÕES:

- Item 1            DIGA:    Olha para Número 1. Ao lado de Número 1 estão algumas figuras. Faz um círculo a volta da figura que tem 1/2 sombreada.
- Item 2            DIGA:    Olha para Número 2. Faz um círculo a volta da figura que tem 1/4 sombreada.
- Item 3            DIGA:    Olha para Número 3. Faz um círculo a volta da figura que tem 1/2 sombreada.
- Item 4            DIGA:    Olha para Número 4. Faz um círculo a volta da figura que tem 1/2 sombreada.
- Item 5            DIGA:    Olha para Número 5. Faz um círculo a volta da figura que tem 1/4 sombreada.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M 1.208

Given a series of number combinations (basic facts) from 0-9 in written form, the student will be able to solve any combination such as 4 + 3 or 9 - 2 (Criterion: 4)

1

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

0

6

7

2

$$4 - 3 = \underline{\quad}$$

1

2

7

3

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

0

4

8

4

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

3

7

9

5

$$7 - 2 = \underline{\quad}$$

5

8

9



Portuguese Criterion Reference Test

Math

M 1.208

INSTRUÇÕES :

- Item 1            DIGA:    Olha para Número 1. Olha para a combinação de subtração 6-0. Encontra o numeral que é a diferença de 6-0.
- Item 2            DIGA:    Olha para Número 2. Olha para a combinação de subtração 4 - 3. Encontra o numeral que é a diferença de 4 - 3.
- Item 3            DIGA:    Olha para Número 3. Olha para a combinação de subtração 4 - 4. Encontra o numeral que é a diferença de 4 - 4.
- Item 4            DIGA:    Olha para Número 4. Olha para a combinação de subtração 5 - 2. Encontra o numeral que é a diferença de 5 - 2.
- Item 5            DIGA:    Olha para Número 5. Olha para a combinação de subtração 7 - 2. Encontra o numeral que é a diferença de 7 - 2.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

The student will be able to recognize "family" of facts by identifying the missing member of the set (criterion 4)

1  
 $1 + 2 = 3$

$2 + 1 = 3$

$3 - 1 = 2$

\_\_\_\_\_

2  
 $4 + 2 = 6$

$2 + 4 = 6$

$6 - 2 = 4$

\_\_\_\_\_

3  
 $8 - 3 = 5$

$5 + 3 = 8$

$8 - 5 = 3$

\_\_\_\_\_

4  
 $5 + 0 = 5$

\_\_\_\_\_

$5 - 0 = 5$

$5 - 5 = 0$

5  
 $2 + 7 = 9$

$7 + 2 = 9$

106  $9 - 7 = 2$

\_\_\_\_\_

Portuguese Criterion Reference Test

Math

M 1.209

INSTRUÇÕES:

- Item 1. DIGA: Olha para Número 1. Olha para as combinações relacionadas de adição e subtração. Escreve a combinação relacionada que falta.
- Item 2. DIGA: Olha para Número 3. Olha para as combinações relacionadas de adição e subtração. Escreve a combinação relacionada que falta.
- Item 3. DIGA: Olha para Número 3. Olha para as combinações relacionadas de adição e subtração. Escreve a combinação relacionada que falta.
- Item 4. DIGA: Olha para Número 4. Olha para as combinações relacionadas de adição e subtração. Escreve a combinação relacionada que falta.
- Item 5. DIGA: Olha para Número 5. Olha para as combinações relacionadas de adição e subtração. Escreve a combinação relacionada que falta.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Data \_\_\_\_\_

M 1.210

In performing the operation of addition on three one-digit numbers, the student will be able to add the third number to the sum of the first two. (Criterion: 4)

1 4 + 1 + 2 = □ + 2

3, 5 7

2 2 + 2 + 1 = □ + 1

2 4 5

3 3 + 0 + 5 = □ + 5

0 3 5

4 6 + 2 + 1 = □ + 1

6 8 9

5 7 + 8 + 3 = □ + 3

7 11 15

Portuguese Criterion Reference Test

Math

M 1.210

INSTRUÇÕES:

Item 1

DIGA: Olha para Número 1. Ao lado de Número 1 está uma oração matemática. O quadrado indica que falta um numeral. Encontra o numeral que completa a oração correctamente. Traça um círculo à volta do numeral que completa a oração correctamente.

Item 2

DIGA: Olha para Número 2. Ao lado de Número 2 está uma oração matemática. O quadrado indica que falta um numeral. Encontra o numeral que completa a oração correctamente. Traça um círculo à volta do numeral que completa a oração correctamente.

Item 3

DIGA: Olha para Número 3. Ao lado de Número 3 está uma oração matemática. O quadrado indica que falta um numeral. Encontra o numeral que completa a oração correctamente. Traça um círculo à volta do numeral que completa a oração correctamente.

Item 4

DIGA: Olha para Número 4. Ao lado de Número 4 está uma oração matemática. O quadrado indica que falta um numeral. Encontra o numeral que completa a oração correctamente. Traça um círculo à volta do numeral que completa a oração correctamente.

Item 5

DIGA: Olha para Número 5. Ao lado de Número 5 está uma oração matemática. O quadrado indica que falta um numeral. Encontra o numeral que completa a oração correctamente. Traça um círculo à volta do numeral que completa a oração correctamente.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M 2.101

Given a series of number combinations (table facts), from 0 to 18, in written form, the student will be able to solve any combination such as 9 + 1 or

(Criterion 1)

1

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

4

10

11

2

$$9 + 5 = \underline{\quad}$$

4

14

15

3

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

11

12

14

4

$$11 + 7 = \underline{\quad}$$

4

16

18

5

$$9 + 9 = \underline{\quad}$$

7

18

10

## Math

## INSTRUÇÕES

- Item 1      DIGA: Olha para Número 1. Olha para a combinação de adição  $7 + 3$ .  
Olha para os numerais. Encontra o numeral que é a soma de  $7 + 3$ .  
Faz um círculo à volta.
- Item 2      DIGA: Olha para Número 2. Olha para a combinação de adição  $9 + 5$ .  
Faz um círculo à volta do numeral que é a soma de  $9 + 5$ .
- Item 3      DIGA: Olha para Número 3. Olha para a combinação de adição  $7 + 5$ .  
Faz um círculo à volta do numeral que é a soma de  $7 + 5$ .
- Item 4      DIGA: Olha para Número 4. Olha para a combinação de adição  $11 + 7$ .  
Faz um círculo à volta do numeral que é a soma de  $11 + 7$ .
- Item 5      DIGA: Olha para Número 5. Olha para a combinação de adição  $9 + 9$ .  
Faz um círculo à volta do numeral que é a soma de  $9 + 9$ .

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 2.102

Given any numeral between 1 and 100, the student will be able to identify the number as a collection of ones and tens and hundreds. (Criterion: 4)

1

6

6 centenas

6 unidades

6 dezenas

4

142

1 centena, 2 dezenas, 4 unidades

4 centenas, 2 dezenas, 1 unidade

1 centena, 4 dezenas, 2 unidades

2

27

2 dezenas, 7 unidades

20 dezenas, 7 unidades

7 dezenas, 2 unidades

5

135

5 centenas, 3 dezenas, 1 unidade

1 centena, 3 dezenas, 5 unidades

3 centenas, 5 dezenas, 1 unidade

3

80

8 dezenas

80 dezenas

8 unidades, 1 dezena

112



## INSTRUÇÕES

- Item 1 DIGA: Olha para Numero 1. Olha para o numeral abaixo de Numero 1. Olha para a lista de outros nomes para 6. Faz um circulo a volta de outro nome para o numeral 6.
- Item 2 DIGA: Olha para Numero 2. Olha para o numeral abaixo (27). Faz um circulo a volta de outro nome para o numeral 27.
- Item 3 DIGA: Olha para Numero 3. Olha para o numeral abaixo (80). Faz um circulo a volta de outro nome para o numeral 80.
- Item 4 DIGA: Olha para Numero 4. Olha para o numeral abaixo (142). Faz um circulo a volta de outro nome para o numeral 142.
- Item 5 DIGA: Olha para Numero 5. Olha para o numeral abaixo (135). Faz um circulo a volta de outro nome para o numeral 135.

M 2.103

Shown, a graphic illustration of any numeral between 0 and 999, the student will be able to name the numeral.

## Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

### Teacher-Observed Pupil Performance Objective

#### INSTRUÇÕES

Dê ao estudante numerais escritos de 0 a 999. Peça para ele dizer cada numeral.

- 39
- 47
- 251
- 806
- 960

Portuguese Criterion Reference Test

M  
M 2.104  
Given a variety of mathematical statements, in writing, the student will be able to identify signs and symbols appropriate to those statements.  
(Criterion: 4)

Math

Name \_\_\_\_\_

Data \_\_\_\_\_

1

$6 \square 3 = 9$

- + <

2

$8 \square 5$

> < =

3

$14 \square 5 = 9$

- + =

4

$4 \square 10$

> < =

5

$18 \square 18$

> < =

Math

## INSTRUÇÕES

- Item 1 DIGA: Olha para Número 1. Olha para a oração matemática. O quadrado vazio significa que falta um símbolo matemática. Olha para os símbolos ao lado da oração matemática. Faz um círculo à volta do símbolo que falta no quadrado vazio.
- Item 2 DIGA: Olha para Número 2. Olha para a oração matemática. Faz um círculo à volta do símbolo que falta. No quadrado vazio.
- Item 3 DIGA: Olha para Número 3. Olha para a oração matemática. Faz um círculo à volta do símbolo que falta. No quadrado vazio.
- Item 4 DIGA: Olha para Número 4. Olha para a oração matemática. Faz um círculo à volta do símbolo que falta. No quadrado vazio.
- Item 5 DIGA: Olha para Número 5. Olha para a oração matemática. Faz um círculo à volta do símbolo que falta. No quadrado vazio.

Portuguese Criterion Reference Test

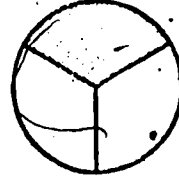
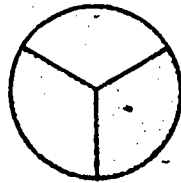
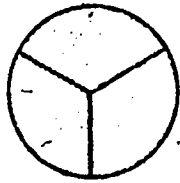
Math

Name \_\_\_\_\_

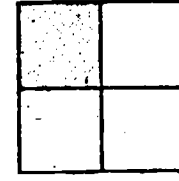
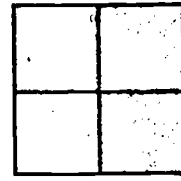
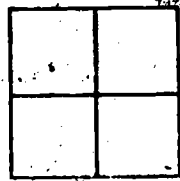
Date \_\_\_\_\_

M 2.105

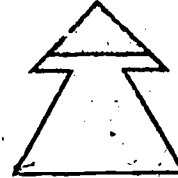
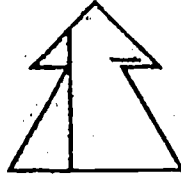
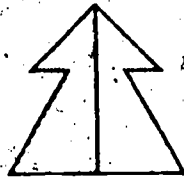
Given a region or set of objects, the student will be able to identify  $1/2$ ,  $1/4$ ,  $1/3$ ,  $2/3$ , or  $3/4$  of the region or set. (Criterion: 4)



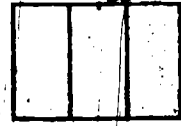
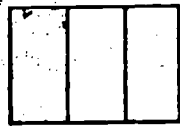
2



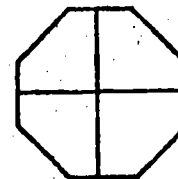
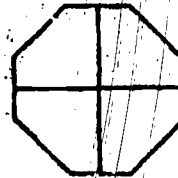
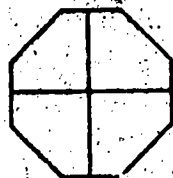
3



4



5



INSTRUÇÕES

- Item 1 DIGA: Olha para Número 1. Olha para as figuras. Acha a figura que tem  $1/3$  sombreada. Traça um círculo à volta da figura que tem  $1/3$  sombreada.
- Item 2 DIGA: Olha para Número 2. Olha para as figuras. Faz um círculo à volta da figura que tem  $3/4$  sombreada.
- Item 3 DIGA: Olha para Número 3. Olha para as figuras. Faz um círculo à volta da figura que tem  $1/2$  sombreada.
- Item 4 DIGA: Olha para as figuras. Faz um círculo à volta da figura que tem  $2/3$  sombreada.
- Item 5 DIGA: Olha para as figuras. Faz um círculo à volta da figura que tem  $1/4$  sombreada.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M 2.206

Given a series of number combinations (Basic facts) from 0 to 18, in written form, the student will be able to solve any combinations such as 9 + 4 or 18 - 5 (Criterion: 4)

1

$$\begin{array}{r} 17 \\ - 3 \\ \hline \end{array}$$

4

10

11

2

$$19 - 5 = \underline{\quad}$$

4

14

15

3

$$\begin{array}{r} 17 \\ - 5 \\ \hline \end{array}$$

11

12

14

4

$$11 - 7 = \underline{\quad}$$

4

16

18

5

$$16 - 9 = \underline{\quad}$$

7

8

10

119

## INSTRUÇÕES

- Item 1 DIGA: Olha para Número 1. Olha para a combinação de subtração  $17 - 3$ . Olha para os numerais. Acha o numeral que é a diferença de  $17 - 3$ . Faz um círculo à volta.
- Item 2 DIGA: Olha para Número 2. Olha para a combinação de subtração  $19 - 5$ . Faz um círculo à volta do numeral que é a diferença de  $19 - 5$ .
- Item 3 DIGA: Olha para Número 3. Olha para a combinação de subtração  $17 - 5$ . Faz um círculo à volta do numeral que é a diferença de  $17 - 5$ .
- Item 4 DIGA: Olha para Número 4. Olha para a combinação de subtração  $11 - 7$ . Faz um círculo à volta do numeral que é a diferença de  $11 - 7$ .
- Item 5 DIGA: Olha para Número 5. Olha para a combinação de subtração  $16 - 9$ . Faz um círculo à volta do numeral que é a diferença de  $16 - 9$ .



Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Data \_\_\_\_\_

M 2.207

The student will be able to write any numeral from 0 to 999. (criterion 4)

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

5

\_\_\_\_\_

INSTRUÇÕES

- Item 1      DIGA: Olha para Número 1. Olha para a linha ao lado de Número 1. Escuta o numeral que eu digo: 46. Escreve o numeral 46.
- Item 2      DIGA: Olha para Número 2. Escuta este número: 237. Escreve o numeral 237.
- Item 3      DIGA: Olha para Número 3. Escuta este número: 508. Escreve o numeral 508.
- Item 4      DIGA: Olha para Número 4. Escuta este número: 767. Escreve o numeral 767.
- Item 5      DIGA: Olha para Número 5. Escuta este número: 910. Escreve o numeral 910.

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

M 2.208

Given a word problem in addition or subtraction the student will be able to solve it. (Criterion: 4)

1

1

5

6

2

7

8

12

3

12

18

20

4

2

3

4

5

9

10

25

123

## Math

## INSTRUÇÕES

DIGA: Vou ler um problema. Escuta com cuidado:  
Depois resolve cada problema e Faz um círculo à volta da  
resposta que escolhes. (Leia cada problema duas vezes.)

Item 1 DIGA: Olha para Número 1. Se Maria tem 3 irmãos e duas irmãs,  
quanto é o número em total de irmãos e irmãs que Maria tem?  
Faz um círculo à volta da resposta que escolhes.

Item 2 DIGA: Olha para Número 2. Num passeio no campo Carlos juntou 10  
pedras. Na volta para sua casa perdeu 2. Quantas pedras  
lhe restavam? Faz um círculo à volta da resposta que  
escolhes.

Item 3 DIGA: Olha para Número 3. João tinha 15 livrinhos Ele deu 3 a um  
amigo. Quantos livrinhos ficaram ao João?

Item 4 DIGA: Olha para Número 4. Tina tinha 1 coelho, 2 peixes e 1  
tataruga. O que é a soma total de animais que Tina tinha?  
Faz um círculo à volta da resposta que escolhes.

Item 5 DIGA: Olha para Número 5. Dezasete crianças estavam jogando  
um jogo das escondidas. Oito deles pararam de jogar.  
Quantas crianças ficaram a jogar. Faz um círculo à  
volta da resposta que escolhes.

M 2.209

Given a problem in addition with place values of hundreds, tens, and ones in vertical format, the student will be able to solve the problem. (criterion 4)

Portuguese Criterion Reference Test

Math

Name \_\_\_\_\_

Date \_\_\_\_\_

1

$$\begin{array}{r} 136 \\ + 22 \\ \hline \end{array}$$

2

$$\begin{array}{r} 300 \\ 21 \\ + 8 \\ \hline \end{array}$$

3

$$\begin{array}{r} 103 \\ + 215 \\ \hline \end{array}$$

4

$$\begin{array}{r} 256 \\ 30 \\ + 13 \\ \hline \end{array}$$

5

$$\begin{array}{r} 452 \\ + 321 \\ \hline \end{array}$$

INSTRUÇÕES

Para 1 - 5

DIGA: Olha para os problemas números 1 - 5. Resolve cada problema e escreve a soma embaixo.

Portuguese Criterion Reference Test

Math

II 3.101

Given a three-digit number, the student will be able to identify the place value of each place. (Criterion 3)

INSTRUÇÕES: Olha para cada numeral abaixo. Encontra nome para o numeral. Marca o espaço que indica a resposta que escolhes.

1  
327

- (A) 3 centenas, 2 dezenas, 7 unidades
- (B) 3 centenas, 20 dezenas, 7 unidades
- (C) 3 milhares, 2 centenas, 7 dezenas

2  
803

- (A) 8 centenas, 0 dezenas, 3 unidades
- (B) 80 centenas, 0 dezenas, 3 unidades
- (C) 8 centenas, 10 dezenas, 13 unidades

3  
201

- (A) 2 centenas, 0 dezenas, 1 unidade
- (B) 20 centenas, 10 dezenas, 11 unidades
- (C) 2 milhares, 0 centenas, 1 dezena

4  
919

- (A) 9 centenas, 1 dezena, 9 unidades
- (B) 9 milhares, 10 dezenas, 9 unidades
- (C) 91 centenas, 19 dezenas, 0 unidades

5  
546

- (A) 5 centenas, 4 dezenas, 6 unidades
- (B) 50 centenas, 4 dezenas, 6 unidades
- (C) 5 milhares, 40 centenas, 6 dezenas

Portuguese Criterion Reference Test

Math

M 3.102

Given a subtraction equation in which zero is the missing addend, the student will be able to solve the equation.  
(Criterion: 4)

INSTRUÇÕES: Olha para os problemas de subtração. Encontra a diferença. Marca o espaço que indica a resposta que escolhes.

1  $37 - \square = 37$

0

30

37

(A)

(B)

(C)

2  $88 - \square = 88$

0

88

89

(A)

(B)

(C)

3  $116 - \square = 116$

0

106

116

(A)

(B)

(C)

4  $792 - \square = 792$

0

791

792

(A)

(B)

(C)

5  $69 - \square = 69$

0

69

70

(A)

128

(B)

(C)



Portuguese Criterion Reference Test

Math

M 3.103

Given one, two or three place problems using / as a place holder, the student will be able to complete the operation. (Criterion: 4)

INSTRUÇÕES: Olha para os problemas de adição. Soma ou subtrai os números de cada problema seguindo o símbolo. Marca o espaço que indica a resposta que escolhes.

1

$$\begin{array}{r} 20 \\ + 15 \\ \hline \end{array}$$

- (A) 45
- (B) 35
- (C) 20

4

$$\begin{array}{r} 347 \\ - 201 \\ \hline \end{array}$$

- (A) 105
- (B) 146
- (C) 248

2

$$\begin{array}{r} 482 \\ - 30 \\ \hline \end{array}$$

- (A) 452
- (B) 460
- (C) 352

5

$$\begin{array}{r} 580 \\ + 306 \\ \hline \end{array}$$

- (A) 886
- (B) 286
- (C) 980

3

$$\begin{array}{r} 560 \\ + 38 \\ \hline \end{array}$$

- (A) 588
- (B) 538
- (C) 598

Portuguese Criterion Reference Test

Math

M 3.204

Given a two-place subtraction problem with regrouping, the student will be able to identify the difference. (Criterion: 4)

INSTRUÇÕES: Olha para cada problema de subtração. Encontra a diferença. Marca o espaço que indica a resposta que escolhes.

1

$$\begin{array}{r} 31 \\ - 15 \\ \hline \end{array}$$

15

(A)

16

(B)

46

(C)

2

$$\begin{array}{r} 72 \\ - 18 \\ \hline \end{array}$$

53

(A)

54

(B)

64

(C)

3

$$\begin{array}{r} 80 \\ - 67 \\ \hline \end{array}$$

13

(A)

23

(B)

33

(C)

4

$$\begin{array}{r} 57 \\ - 29 \\ \hline \end{array}$$

26

(A)

27

(B)

28

(C)

5

$$\begin{array}{r} 93 \\ - 76 \\ \hline \end{array}$$

17

(A)

26

(B)

27

(C)

Portuguese Criterion Reference Test

Math

M 3.205

Given multiplication equations with the missing factor, one, the identity element, the student will be able to solve the problem. (Criterion: 3)

INSTRUÇÕES: Olha para a oração matemática. Encontra o numeral que completa a oração de matemática correctamente. Marca o espaço que indica a resposta que escolhes.

1  $7 \times \square = 7$

0

1

7

(A)

(B)

(C)

2  $\frac{1}{16} \times \square = \frac{1}{16}$

0

$\frac{1}{16}$

1

(A)

(B)

(C)

3  $\frac{3}{25} \times \square = \frac{3}{25}$

$\frac{3}{25}$

1

25

(A)

(B)

(C)

4  $30 \times \square = 30$

0

1

30

(A)

(B)

(C)

5  $84 = \square \times 84$

0

1

84

(A)

(B)

(C)

Portuguese Criterion Reference Test  
Math

W 3.206  
 1. Given any two factors in multiplication, find the third factor.  
 2. The students will be able to identify the factors named as the product (Criterion 4)

INSTRUÇÕES: Olha para os conjuntos de factores. Encontra outro nome para os factors. Marca o espaço que indica a resposta que escolhes.

4 6 2

10

12

14

(A)

(B)

(C)

16

21

24

(A)

(B)

(C)

12

28

32

(A)

(B)

(C)

4

30

35

(A)

(b)

(C)

20

24

28

(A)

132

(B)

(C)

Portuguese Criterion Reference Test

Math

M 3.207

The student will be able to add columns of three digit numbers with regrouping. (Criterion: 4)

INSTRUÇÕES: Olha para os problemas encontra a soma. Marca o espaço que indica a resposta que escolhes.

<p>1</p> $\begin{array}{r} 129 \\ +265 \\ \hline \end{array}$	<p>389</p> <p>(A)</p>	<p>394</p> <p>(B)</p>	<p>494</p> <p>(C)</p>
<p>2</p> $\begin{array}{r} 738 \\ +471 \\ \hline \end{array}$	<p>1209</p> <p>(A)</p>	<p>1210</p> <p>(B)</p>	<p>1220</p> <p>(C)</p>
<p>3</p> $\begin{array}{r} 387 \\ +546 \\ \hline \end{array}$	<p>923</p> <p>(A)</p>	<p>933</p> <p>(B)</p>	<p>943</p> <p>(C)</p>
<p>4</p> $\begin{array}{r} 513 \\ +399 \\ \hline \end{array}$	<p>812</p> <p>(A)</p>	<p>912</p> <p>(B)</p>	<p>914</p> <p>(C)</p>
<p>5</p> $\begin{array}{r} 268 \\ 135 \\ +423 \\ \hline \end{array}$	<p>716</p> <p>(A)</p>	<p>816</p> <p>(B)</p>	<p>826</p> <p>(C)</p>

M 3.208

Given addition problems involving fractions with equal denominators, the student will be able to add to a sum less than one. (Criterion: 7)

Portuguese Criterion Reference Test

Math

INSTRUÇÕES: Olha para as orações de matemática. O quadrado indica que um número falta em cada oração. Olha para os numerais ao lado de cada oração matemática. Encontra o numeral que falta no quadrado. Marca o espaço que indica a resposta que escolhes.

1

$$\frac{2}{4} + \frac{1}{4} = \square$$

$$\frac{1}{4}$$

(A)

$$\frac{3}{8}$$

(B)

$$\frac{3}{4}$$

(C)

2

$$\frac{3}{7} + \frac{1}{7} = \square$$

$$\frac{2}{7}$$

(A)

$$\frac{4}{7}$$

(B)

$$\frac{5}{7}$$

(C)

3

$$\frac{4}{9} + \frac{4}{9} = \square$$

$$\frac{4}{18}$$

(A)

$$\frac{8}{18}$$

(B)

$$\frac{8}{9}$$

(C)

4

$$\frac{1}{5} + \frac{1}{5} + \frac{2}{5} = \square$$

$$\frac{4}{15}$$

(A)

$$\frac{3}{5}$$

(B)

$$\frac{4}{5}$$

(C)

5

$$\frac{2}{11} + \frac{6}{11} + \frac{1}{11} = \square$$

$$\frac{8}{11}$$

(A)

$$\frac{9}{11}$$

(B)

$$\frac{10}{11}$$

(C)

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 4.101

Given a numeral, the student will be able to identify an expression which is another name for the numeral. (Criterion: 4)

INSTRUÇÕES: Lê cada número encontra outro nome para cada número. Marca o espaço que indica a resposta que escolhes.

1

10 =

(A)  $9 \times 1$

(B)  $3 + 7$

(C)  $\frac{10}{-4}$

(D)  $20 \div 5$

2

8 =

(A)  $3 \overline{)24}$

(B)  $6 + 3$

(C)  $2 \times 5$

(D)  $15 - 8$

3

13 =

(A)  $\frac{3}{+11}$

(B) trinta

(C)  $15 - 2$

(D)  $12 \times 1$

4

6 =

(A)  $16 - 9$

(B)  $6 \times 1$

(C)  $6 \overline{)24}$

(D)  $6 + 6$

5

14 =

(A)  $7 \times 3$

(B)  $\frac{8}{+8}$

(C)  $20 - 7$

(D) catorze

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

4.182

Given an equation with two addends, the student will be able to apply the knowledge of the commutative property by identifying an expression in which the addends have been reversed.  
Criterion: 4)

INSTRUÇÕES: Lê cada oração de matemática. Dois adendos faltam. Acha o par de adendos que completa a oração correcta seguindo a propriedade comutativa de adição. Marca o espaço que indica a resposta que escolhes.

1

$$8 + 2 = \square + \square$$

(A) 5 + 5

(B) 2 + 8

(C) 7 + 3

(D) 9 + 1

2

$$12 + 7 = \square + \square$$

(A) 12 + 6

(B) 10 + 9

(C) 7 + 12

(D) 4 + 15

3

$$\square + \square = 11 + 9$$

(A) 10 + 10

(B) 15 + 5

(C) 8 + 13

(D) 9 + 11

4

$$25 + 14 = \square + \square$$

(A) 19 + 20

(B) 13 + 16

(C) 14 + 25

(D) 30 + 9

5

$$\square + \square = 14 + 0$$

(A) 0 + 14

(B) 7 + 7

(C) 8 + 6

(D) 14 + 1



Portuguese Criterion Reference Test  
Math

M 4.103

The student will be able to:  
subtract a three-digit whole  
number from a three-digit  
whole number with re-  
grouping.  
(Criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

INSTRUÇÕES: Lê cada problema de subtração abaixo. Subtrai os números para  
achar a diferença. Marca o espaço que indica a resposta que escolhes.

1

$$\begin{array}{r} 364 \\ -158 \\ \hline \end{array}$$

- (A) 106      (B) 116      (C) 206      (D) 216

2

$$\begin{array}{r} 546 \\ -453 \\ \hline \end{array}$$

- (A) 83      (B) 93      (C) 183      (D) 193

3

$$\begin{array}{r} 832 \\ -568 \\ \hline \end{array}$$

- (A) 264      (B) 274      (C) 364      (D) 374

4

$$\begin{array}{r} 605 \\ -249 \\ \hline \end{array}$$

- (A) 256      (B) 356      (C) 366      (D) 466

5

$$\begin{array}{r} 700 \\ -583 \\ \hline \end{array}$$

- (A) 117      (B) 217      (C) 227      (D) 283

137

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

Cover a four-digit number with a card so the student will be able to identify the place value of any of the digits.  
(Calculator 4)

INSTRUÇÕES: Lê Números 1-5. Marca o espaço que indica a resposta que escolhes.

1. Qual dígito está no lugar das centenas no número 1245 ?

- (A) 1      (B) 2      (C) 4      (D) 5

2. Qual é o valor do dígito sublinhado 6754?

- (A) 6      (B) 60      (C) 600      (D) 6000

3. Qual é o valor do dígito sublinhado 8327 ?

- (A) 2      (B) 20      (C) 200      (D) 2000

4. Que dígito está no lugar dos milhares ?

- (A) 3      (B) 5      (C) 7      (D) 8

5. Qual é o valor do dígito sublinhado 9786?

- (A) 7      (B) 70      (C) 700      (D) 7000

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

INSTRUÇÕES: Lê cada problema de multiplicar. Multiplica os números e acha produto. Marcá o espaço que indica a resposta que escolhes.

$$\begin{array}{r} 23 \\ \times 15 \\ \hline \end{array}$$

- (A) 138      (B) 330      (C) 335      (D) 345

$$\begin{array}{r} 46 \\ \times 34 \\ \hline \end{array}$$

- (A) 1,446      (B) 1,464      (C) 1,546      (D) 1,564

$$\begin{array}{r} 69 \\ \times 58 \\ \hline \end{array}$$

- (A) 3,370      (B) 3,480      (C) 3,800      (D) 3,840

$$\begin{array}{r} 98 \\ \times 12 \\ \hline \end{array}$$

- (A) 4,016      (B) 4,106      (C) 4,116      (D) 4,126

$$\begin{array}{r} 65 \\ \times 87 \\ \hline \end{array}$$

- (A) 5,655      (B) 5,650      (C) 5,755      (D) 5,705

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 4.206

Given two factors with one factor greater than 100, the student will be able to find the product. (Criterion 4)

INSTRUÇÕES: Lê cada problema de multiplicar e acha o produto. Marca o espaço que indica a resposta que escolhes.

1

$$\begin{array}{r} 238 \\ \times 9 \\ \hline \end{array}$$

(A) 2,072      (B) 2,133      (C) 2,142      (D) 2,151

2

$$\begin{array}{r} 114 \\ \times 25 \\ \hline \end{array}$$

(A) 798      (B) 2,740      (C) 2,750      (D) 2,850

3

$$\begin{array}{r} 508 \\ \times 37 \\ \hline \end{array}$$

(A) 18,796      (B) 18,800      (C) 18,806      (D) 21,046

4

$$\begin{array}{r} 473 \\ \times 56 \\ \hline \end{array}$$

(A) 25,388      (B) 25,488      (C) 26,378      (D) 26,488

5

$$\begin{array}{r} 892 \\ \times 67 \\ \hline \end{array}$$

(A) 11,596      (B) 59,764      (C) 60,764      (D) 60,784



Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M. 4.207

Given a word problem, the student will be able to identify the operation or operations that can be used to solve the problem.  
Intention: 4)

**INSTRUÇÕES:** Lê cada problema em baixo. Decide qual operação ou operações são necessárias para resolver cada problema. Marca o espaço que indica a resposta que escolhes.

1. Marcô comprou um livro que custou \$.59. Ele tinha \$2.00. Qual é a operação que tens que fazer para saber que trôco ele recebeu?

- (A) somar (B) subtrair (C) multiplicar (D) dividir

2. João e Ana fizeram 5 dúzias de bolachas cada um. Levaram 2 dúzias para a escola num dia de festa. Para saber quantas dúzias deixaram em casa, podes

- (A) somar e multiplicar (B) subtrair e dividir (C) multiplicar e dividir (D) multiplicar e subtrair

3. José tinha 4 livros e recebeu mais 3 no seu dia de anos. Ele deu 1 livro ao irmão. Para saber quantas livros lhe restam podes

- (A) somar e dividir (B) somar e subtrair (C) dividir e multiplicar (D) multiplicar e subtrair

4. Darlene tinha 45 €. Gastou 35 €. A sua irmã deu-lhe 10 €. Para saber quanto dinheiro restava à Darlene podes

- (A) dividir e somar (B) subtrair e somar (C) dividir e multiplicar (D) subtrair e multiplicar

5. Sr. Mello comprou gelados para os seus 5 filhos. Os gelados vendiam-se por 24 €. Para saber quanto ele pagou, podes

- (A) somar e multiplicar (B) somar e subtrair (C) dividir e multiplicar (D) multiplicar e subtrair

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 4.208

The student will be able to add two or more two digit whole numbers with regrouping. (Criterion: D)

INSTRUÇÕES: Lê cada problema de adição abaixo. Soma cada problema para saber qual é a resposta. Marca o espaço que indica a resposta que escolhes.

$$\begin{array}{r} 43,265 \\ + 36,854 \\ \hline \end{array}$$

- (A) 6,411      (B) 70,129      (C) 80,119      (D) 801,129

$$\begin{array}{r} 29,642 \\ + 83,869 \\ \hline \end{array}$$

- (A) 102,401      (B) 113,511      (C) 114,501      (D) 114,511

$$\begin{array}{r} 32,451 \\ 16,803 \\ + 47,268 \\ \hline \end{array}$$

- (A) 96,522      (B) 96,621      (C) 97,522      (D) 97,622

$$\begin{array}{r} 56,328 \\ 28,412 \\ + 91,706 \\ \hline \end{array}$$

- (A) 175,436      (B) 175,446      (C) 176,436      (D) 176,446

$$\begin{array}{r} 46,378 \\ 10,912 \\ 91,634 \\ + 72,557 \\ \hline \end{array}$$

- (A) 219,481      (B) 220,471      (C) 221,481      (D) 229,471

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

INSTRUÇÕES:

Lê cada problema de subtração. Subtrai cada problema para encontrares a diferença. Marca o espaço da resposta que escolhes.

$$\begin{array}{r} 3.105 \\ - 2.748 \\ \hline \end{array}$$

(A) 357

(B) 457

(C) 1,357

(D) 1,457

$$\begin{array}{r} 6.325 \\ - 4.816 \\ \hline \end{array}$$

(A) 1,409

(B) 1,419

(C) 1,509

(D) 2,509

$$\begin{array}{r} 6.878 \\ - 4.669 \\ \hline \end{array}$$

(A) 2,100

(B) 2,107

(C) 2,109

(D) 2,169

$$\begin{array}{r} 8.326 \\ - 1.492 \\ \hline \end{array}$$

(A) 734

(B) 6,834

(C) 6,844

(D) 7,834

$$\begin{array}{r} 7.500 \\ - 4.653 \\ \hline \end{array}$$

(A) 2,800

(B) 2,843

(C) 2,847

(D) 2,957

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M5.102

Use a subtraction table with problems that will be solved by subtraction. (Criterion 5.4)

INSTRUÇÕES: Lê cada problema de subtração. Subtrai cada problema para encontrares a diferença. Marca o espaço da resposta que escolhes.

$$\begin{array}{r} 8.7 \\ - 2.9 \\ \hline \end{array}$$

- (A) 5.6      (B) 5.8      (C) 6.7      (D) 56

$$\begin{array}{r} 4.30 \\ - 2.72 \\ \hline \end{array}$$

- (A) 1.48      (B) 1.58      (C) 1.68      (D) 2.68

$$\begin{array}{r} 86.0 \\ - 8.4 \\ \hline \end{array}$$

- (A) 7.86      (B) 77.6      (C) 78.4      (D) 78.6

$$\begin{array}{r} 672.43 \\ - 539.87 \\ \hline \end{array}$$

- (A) 32.56      (B) 123.56      (C) 132.46      (D) 132.56

$$\begin{array}{r} 156.05 \\ - 73.29 \\ \hline \end{array}$$

- (A) 72.76      (B) 73.76      (C) 82.76      (D) 82.84



Portuguese Criterion Reference Test  
Math

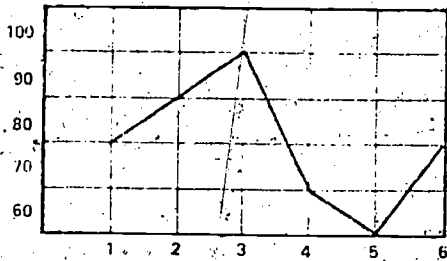
M 5.103

Given data on a graph (bar, circle, linear), the student will be able to answer questions about the information presented.  
Criterion 1)

Nome \_\_\_\_\_

Data \_\_\_\_\_

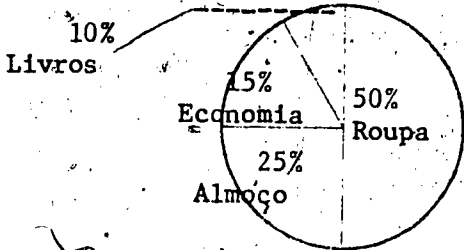
INSTRUÇÕES: Usa a informação de cada gráfico para responder às perguntas. Marca o espaço que indica a resposta que escolhes.



Pontos de Exame de Ortografia do Francisco

Quantas vezes teve o Francisco 80 pontos nos seus exames de ortografia?

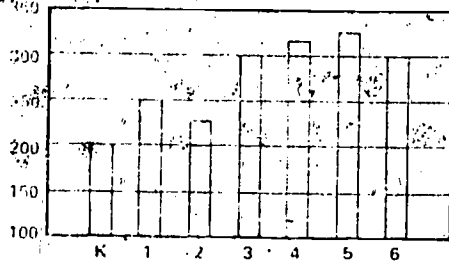
- (A) 0 (B) 1 (C) 2 (D) 3



Os Ganhos do João

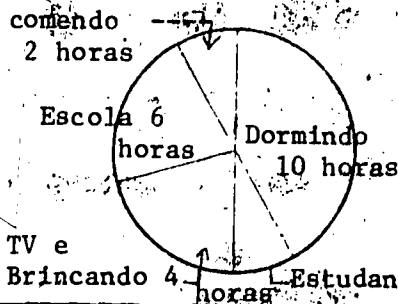
Qual foi a percentagem dos ganhos que o João gastou nos almoços?

- (A) 10% (B) 15% (C) 25% (D) 50%



A Escola Grove Qual é o Mínimo número de estudantes em qualquer classe na Escola Grove?

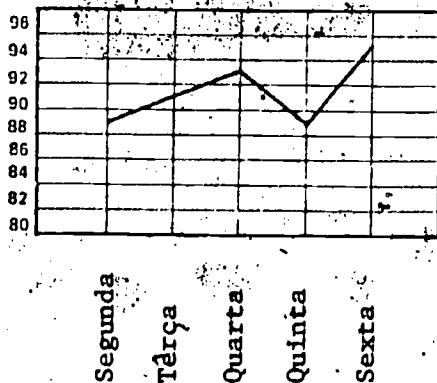
- (A) 100 (B) 150 (C) 200 (D) 325



Como é que a Ana passa o dia?

Quantas horas por dia estuda Ana?

- (A) 2 (B) 4 (C) 6 (D) 10



Temperaturas Semanais

Em quais dois dias chegou a temperatura à mesma altura?

- (A) Segunda e Sexta (B) Quarta e Quinta  
(C) Terça e Quinta (D) Segunda e Quinta

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

The student will be able to divide a five-digit numeral by a five-digit numeral. (Criterion 3)

INSTRUÇÕES: Lê cada problema de divisão. Divide os números para encontrares o quociente. Marca o espaço que indica a resposta que escolhes.

---

$$\begin{array}{r} 23 \overline{) 24,702} \end{array}$$

- (A) 1,054       (B) 1,064       (C) 1,074       (D) 1,174

---

$$\begin{array}{r} 20 \overline{) 83,240} \end{array}$$

- (A) 4,160       (B) 4,162       (C) 5,160       (D) 5,162

---

$$\begin{array}{r} 19 \overline{) 49,939} \end{array}$$

- (A) 2,581       (B) 2,628 R 7       (C) 2,682 R 7       (D) 2,718

---

$$\begin{array}{r} 13 \overline{) 58,845} \end{array}$$

- (A) 4,520 R 6       (B) 4,526 R 7       (C) 4,636 R 7       (D) 4,636

---

$$\begin{array}{r} 31 \overline{) 82,843} \end{array}$$

- (A) 2,670       (B) 2,672       (C) 2,672 R 11       (D) 2,682 R 11

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

INSTRUÇÕES: Lê cada problema de divisão. Divide os números para encontrares o quociente. Marca o espaço da resposta que escolhes.

---

$$40 \overline{) 320}$$

(A) 8

(B) 9

(C) 18

(D) 80

---

$$70 \overline{) 840}$$

(A) 10

(B) 12

(C) 20

(D) 120

---

$$90 \overline{) 630}$$

(A) 7

(B) 17

(C) 70

(D) 700

---

$$50 \overline{) 650}$$

(A) 10

(B) 11

(C) 13

(D) 15

---

$$60 \overline{) 960}$$

(A) 15

(B) 16

(C) 106

(D) 160

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 5.206

Given an addition and or a subtraction problem, the student will be able to compute the subtraction the difference and identify it in simplest terms (Criterion 4)

INSTRUÇÕES: Lê cada problema. Soma ou subtrai os números seguindo o símbolo. Reduz cada resposta ao seu termo mínimo. Marca o espaço que indica a resposta que escolhes.

1

$$\begin{array}{r} 1\frac{2}{3} \\ + 2\frac{1}{6} \\ \hline \end{array}$$

- (A)  $3\frac{7}{9}$  (B)  $3\frac{5}{6}$  (C)  $3\frac{11}{12}$  (D)  $4\frac{2}{3}$

2

$$\begin{array}{r} 3\frac{3}{4} \\ - 1\frac{2}{5} \\ \hline \end{array}$$

- (A)  $1\frac{7}{20}$  (B)  $2\frac{7}{20}$  (C)  $2\frac{4}{10}$  (D)  $2\frac{4}{5}$

3

$$\begin{array}{r} 5\frac{1}{6} \\ + 4\frac{5}{8} \\ \hline \end{array}$$

- (A)  $9\frac{25}{48}$  (B)  $9\frac{2}{3}$  (C)  $9\frac{19}{24}$  (D)  $9\frac{11}{12}$

4

$$\begin{array}{r} 10\frac{13}{15} \\ - 8\frac{7}{10} \\ \hline \end{array}$$

- (A)  $2\frac{1}{6}$  (B)  $2\frac{1}{5}$  (C)  $2\frac{6}{15}$  (D)  $2\frac{65}{150}$

$$\begin{array}{r} 17\frac{1}{7} \\ - 21\frac{3}{8} \\ \hline \end{array}$$

- (A)  $38\frac{1}{8}$  (B)  $38\frac{3}{7}$  (C)  $38\frac{3}{5}$  (D)  $38\frac{53}{56}$

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 5.207

Given a multiplication problem composed of two factors which are reciprocals, the student will be able to identify the product.  
Criterion 1

INSTRUÇÕES: Lê cada problema de multiplicar. Multiplica os factores. Reduz cada resposta ao seu termo mínimo. Marca o espaço que indica a resposta que escolhes.

1

$$\frac{1}{4} \times \frac{4}{1} = \square$$

(A)  $\frac{1}{4}$

(B) 1

(C) 4

(D)  $\frac{1}{4}$

2

$$\square = \frac{8}{9} \times \frac{9}{8}$$

(A) 1

(B)  $1\frac{8}{9}$

(C) 89

(D) 98

3

$$\frac{1}{7} \times \frac{7}{4} = \square$$

(A)  $\frac{4}{7}$

(B) 1

(C)  $1\frac{3}{7}$

(D) 47

$$\frac{9}{16} \times \frac{16}{9} = \square$$

(A)  $\frac{9}{16}$

(B)  $\frac{15}{16}$

(C) 1

(D)  $1\frac{7}{9}$

$$\square = \frac{14}{25} \times \frac{25}{14}$$

(A)  $\frac{1}{2}$

(B)  $\frac{14}{25}$

(C)  $\frac{4}{5}$

(D) 1

Portuguese Critérión Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 5.208

Given simple fractions to divide, the student will be able to divide them using reciprocal.  
interior 3)

**INSTRUÇÕES:** Lê cada problema de dividir. Divide os números e reduz cada resposta ao seu termo mínimo. Marca o espaço da resposta escolhes.

1

$$\square = \frac{1}{6} \div \frac{4}{9}$$

(A)  $\frac{1}{9}$

(B)  $\frac{3}{8}$

(C)  $\frac{1}{2}$

(D)  $\frac{3}{4}$

2

$$\frac{1}{8} \div \frac{4}{5} = \square$$

(A)  $\frac{1}{10}$

(B)  $\frac{1}{8}$

(C)  $\frac{5}{24}$

(D)  $\frac{5}{32}$

3

$$\square = \frac{6}{7} \div \frac{3}{8}$$

(A)  $\frac{9}{28}$

(B)  $1\frac{20}{21}$

(C)  $2\frac{1}{7}$

(D)  $2\frac{2}{7}$

4

$$\square = \frac{4}{9} \div \frac{3}{4}$$

(A)  $\frac{1}{3}$

(B)  $\frac{8}{27}$

(C)  $\frac{16}{27}$

(D)  $\frac{8}{9}$

5

$$\frac{3}{5} \div \frac{2}{3} = \square$$

(A)  $\frac{2}{5}$

(B)  $\frac{8}{15}$

(C)  $\frac{9}{10}$

(D)  $1\frac{1}{3}$

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 5.209

The student will be able to divide a fraction by a whole number. (Criterion 4)

INSTRUÇÕES: Leia cada oração matemática. A caixa vazia indica que falta um número. Encontra o número que falta. Marca o espaço da resposta que escolhes.

1

$$14 \div \frac{1}{2} = \square$$

(A) 2

(B) 7

(C) 14

(D) 28

2

$$8 \div \frac{4}{5} = \square$$

(A)  $\frac{2}{5}$

(B)  $8\frac{2}{5}$

(C) 10

(D) 12

3

$$5 \div \frac{4}{9} = \square$$

(A)  $6\frac{2}{9}$

(B)  $10\frac{1}{4}$

(C)  $11\frac{1}{4}$

(D)  $11\frac{1}{2}$

4

$$21 \div \frac{3}{7} = \square$$

(A) 9

(B) 49

(C) 63

(D) 147

5

$$9 \div \frac{6}{7} = \square$$

(A)  $6\frac{3}{7}$

(B)  $10\frac{1}{2}$

(C) 11

(D)  $11\frac{2}{7}$

Portuguese Criterion Reference Test

Math

Nome

Data

INSTRUÇÕES: Lê cada problema. Resolve o problema. Marca o espaço que indica a resposta que escolhes.

1. Se há 4 quartos num galão, quantos quartos há em  $\frac{3}{4}$  dum galão?

- (A) 1 quarto (B) 3 quartos (C) 4 quartos (D) 5 quartos

2. O Charles pesa  $\frac{1}{3}$  do peso do seu pai. O pai pesa 165 libras. Quanto pesa o Charles?

- (A) 50 libras (B) 55 libras (C) 65 libras (D) 100 libras

3. Maria ganhou \$10.00. Ela guardou  $\frac{1}{2}$  deste dinheiro. Quanto dinheiro guardou a Maria?

- (A) \$2.00 (B) \$5.00 (C) \$10.00 (D) \$20.00

4. O cozinheiro precisa  $\frac{1}{3}$  de copo de açúcar para cada quarto de limonada. Quanto açúcar precisa para 15 quartos de limonada?

- A 5 copos B 10 copos C 30 copos D 45 copos

5. Os estudantes da quinta classe têm uma classe de ciência 5 vezes na semana. A classe dura  $\frac{3}{4}$  dum hora cada dia. Quantas horas de ciência têm os alunos da quinta classe, na semana?

- A  $2 \frac{3}{4}$  horas B 3 horas C  $3 \frac{3}{4}$  horas D 4 horas



Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

The student will be able to multiply a four-digit whole number by three-digit whole number. (Criterion 7)

**INSTRUÇÕES:** Lê cada problema de multiplicação. Multiplica os números para encontrar o produto. Marca o espaço da resposta que escolhes.

$$\begin{array}{r} 2,453 \\ \times 132 \\ \hline \end{array}$$

- (A) 14,717      (B) 322,796      (C) 323,696      (D) 323,796

$$\begin{array}{r} 1,695 \\ \times 217 \\ \hline \end{array}$$

- (A) 358,715      (B) 367,715      (C) 367,815      (D) 368,815

$$\begin{array}{r} 3,571 \\ \times 350 \\ \hline \end{array}$$

- (A) 189,122      (B) 285,920      (C) 585,920      (D) 1,250,900

$$\begin{array}{r} 6,743 \\ \times 506 \\ \hline \end{array}$$

- (A) 74,173      (B) 377,608      (C) 3,411,958      (D) 3,421,958

$$\begin{array}{r} 9,381 \\ \times 327 \\ \hline \end{array}$$

- (A) 7,758,087      (B) 7,758,097      (C) 7,758,107      (D) 7,858,097

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 0.102

Given three common fractions, the student will be able to perform addition with fractions having like denominators. (Criterion: 4)

INSTRUÇÕES: Lê cada problema de adição para encontrares a soma. Marca o espaço que indica a resposta que escolhes.

$$\begin{array}{r} 7 \\ + \frac{1}{7} \\ \hline \end{array}$$

(A)  $\frac{5}{7}$

(B)  $\frac{6}{7}$

(C) 1

(D)  $1 \frac{2}{21}$

$$\begin{array}{r} \frac{1}{3} \\ + \frac{2}{3} \\ \hline \end{array}$$

(A)  $\frac{4}{3}$

(B) 1

(C)  $1 \frac{1}{3}$

(D)  $1 \frac{2}{3}$

$$\begin{array}{r} 5 \\ 8 \\ + \frac{7}{8} \\ \hline \end{array}$$

(A)  $1 \frac{7}{8}$

(B) 2

(C)  $2 \frac{1}{8}$

(D)  $2 \frac{5}{24}$

$$\begin{array}{r} \frac{2}{5} \\ + \frac{1}{5} \\ \hline \end{array}$$

(A)  $\frac{1}{3}$

(B) 1

(C)  $1 \frac{1}{3}$

(D)  $1 \frac{1}{5}$

Portuguese Criterion Reference Test

Math

M 6.102

5.  $\frac{2}{6}$

$\frac{1}{6}$

$+\frac{3}{6}$ 

---

(A)

$\frac{5}{6}$

(B)

1

(C)

$1\frac{1}{6}$

(D)

$\frac{7}{8}$

Bilingual Education - Hayward Unified School District

Portuguese Criterion Reference Test

Math

NAME \_\_\_\_\_

DATE \_\_\_\_\_

M 6:203  
 Given a mixed fractional  
 division problem with un-  
 like denominators, the stu-  
 dent will be able to divide  
 a mixed number by a  
 mixed number.  
 (Criterion 4)

INSTRUÇÕES: Lê cada oração matemática. Multiplica os números para encontrares o producto. Marca o espaço que indica a resposta que escolhes.

1

$$1 \frac{2}{3} \div 1 \frac{1}{2} = \square$$

(A)  $1 \frac{1}{9}$

(B)  $1 \frac{2}{3}$

(C)  $1 \frac{1}{6}$

(D)  $2 \frac{1}{2}$

2

$$6 \frac{1}{8} \div 1 \frac{3}{4} = \square$$

(A)  $2 \frac{1}{2}$

(B) 3

(C)  $3 \frac{1}{8}$

(D)  $3 \frac{1}{2}$

3

$$4 \frac{1}{6} \div 2 \frac{1}{12} = \square$$

(A)  $\frac{1}{2}$

(B) 1

(C) 2

(D)  $2 \frac{1}{2}$

4

$$2 \frac{4}{9} \div 2 \frac{3}{4} = \square$$

(A)  $\frac{8}{9}$

(B)  $\frac{4}{5}$

(C)  $1 \frac{1}{8}$

(D)  $1 \frac{1}{9}$

5

$$12 \frac{1}{2} \div 16 \frac{2}{3} = \square$$

(A)  $\frac{1}{3}$

(B)  $\frac{3}{4}$

(C)  $1 \frac{1}{2}$

(D)  $2 \frac{2}{3}$

Portuguese Criterion Reference Test

Math

Nome \_\_\_\_\_

Data \_\_\_\_\_

M 6.204

Given the price of a dozen objects, the student will be able to determine the cost of a certain number of objects. (Criterion 4)

INSTRUÇÕES: Lê cada problema. Resolve o problema. Marca o espaço da resposta que escolhes.

1 Se uma dúzia de ovos custa \$.48, quanto custariam 3 ovos?

- (A) \$.16      (B) \$.06      (C) \$.12      (D) \$.15

2 Se uma dúzia de doces custam \$.60, quanto custariam 5 doces?

- (A) \$.10      (B) \$.15      (C) \$.20      (D) \$.25

3 Se uma dúzia de biscoitos custam \$.84, quanto custariam 6 biscoitos?

- (A) \$.28      (B) \$.35      (C) \$.42      (D) \$.56

4 Se uma dúzia de modelos de aviões custam \$12.00, quanto custariam 3 modelos?

- (A) \$2.00      (B) \$3.00      (C) \$6.00      (D) \$9.00

5 Se uma dúzia de livros custam \$18.00, quanto custariam 4 livros?

- (A) \$3.00      (B) \$4.50      (C) \$6.00      (D) \$7.50

APPENDIX VIII

Kindergarten thru Sixth Grade English/  
Spanish, English/Portuguese Multicultural  
Social Studies Criterion Reference Tests

English Criterion Reference Test  
Multicultural Social Studies

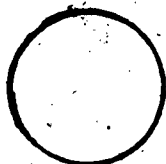
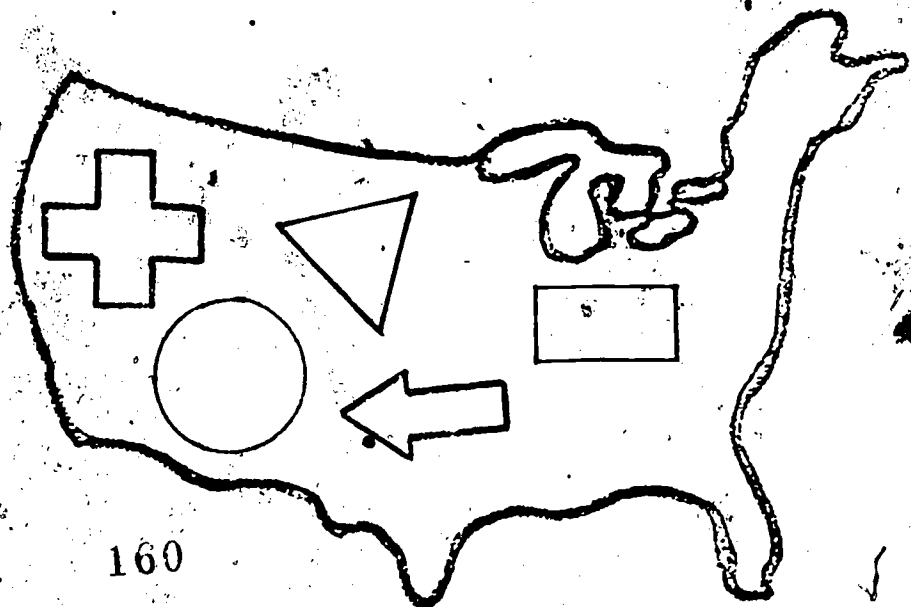
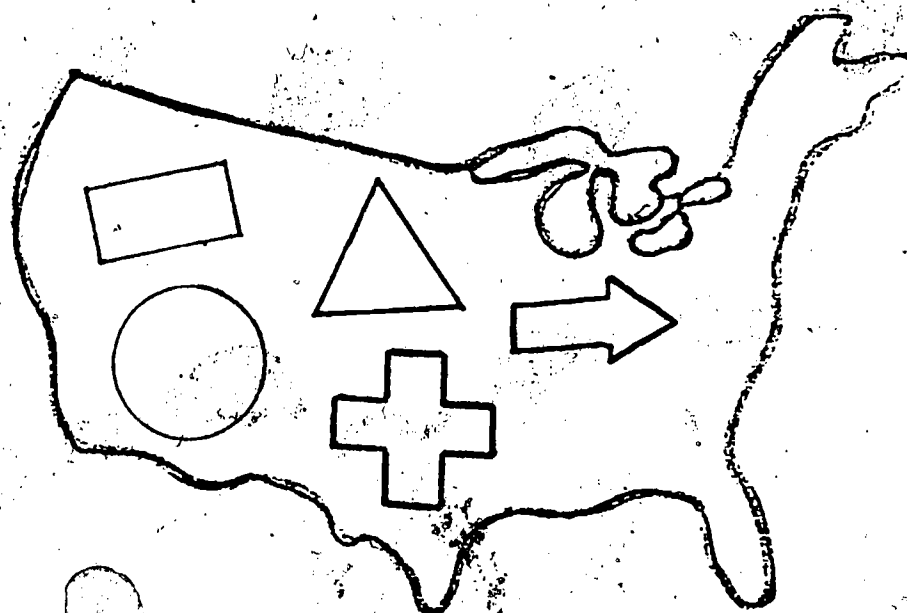
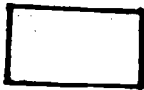
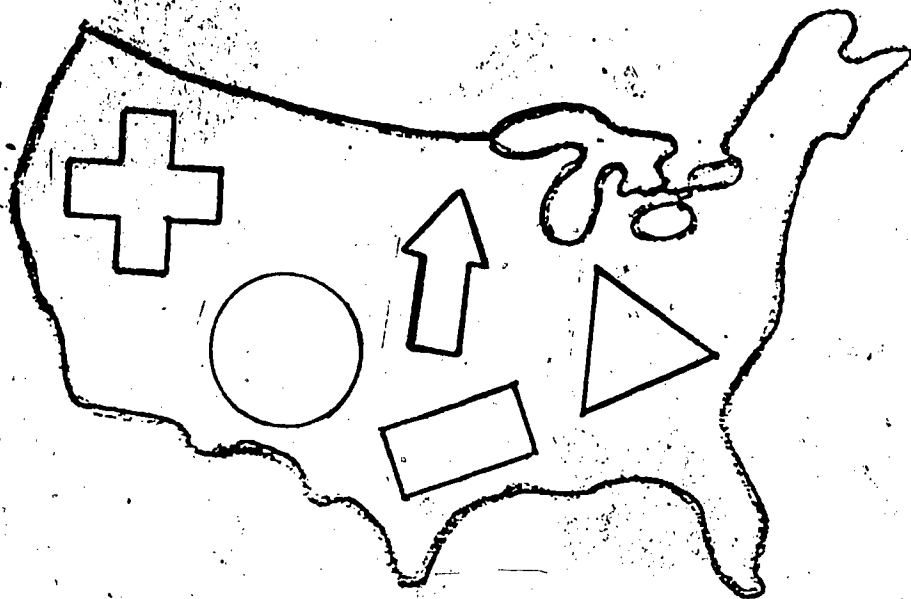
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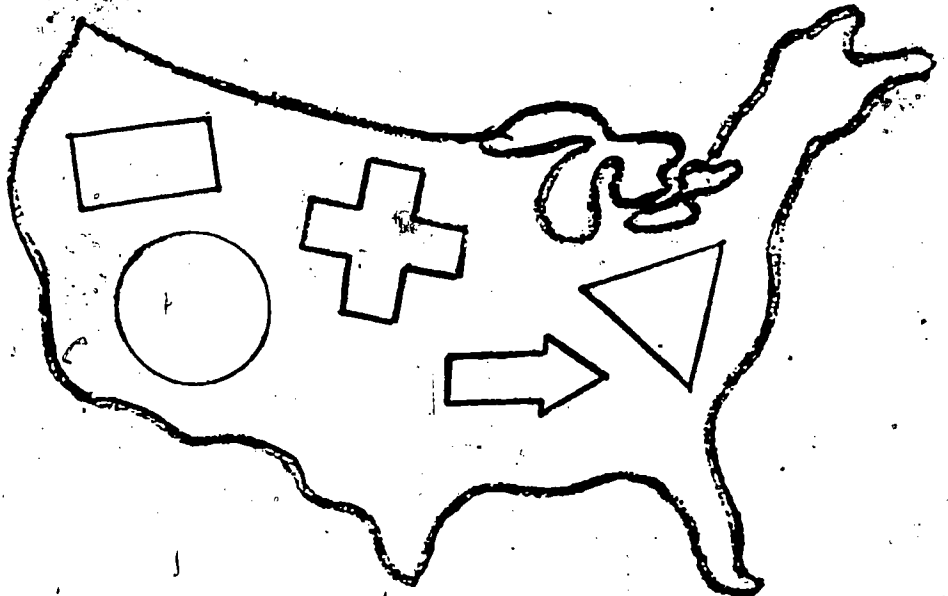
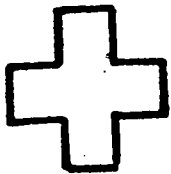
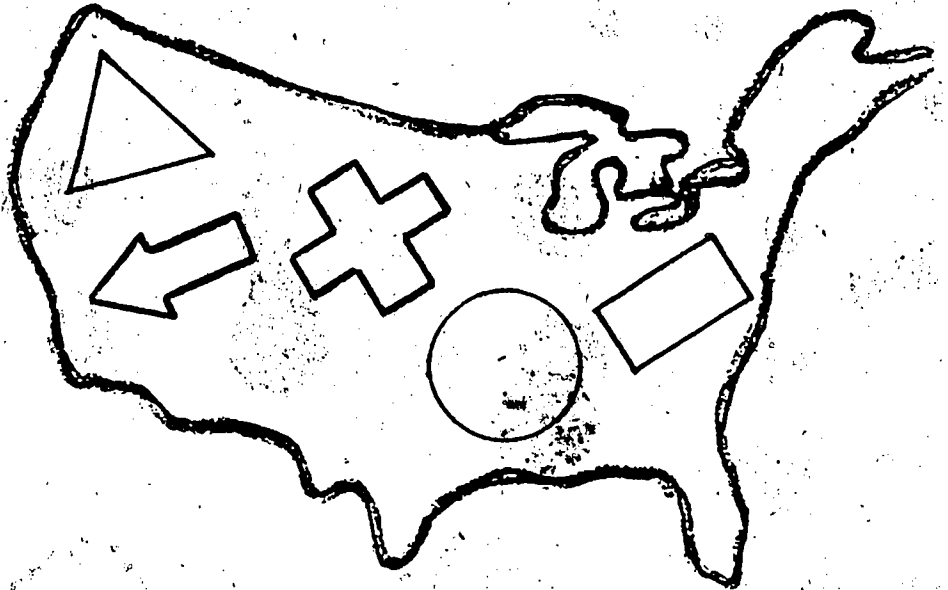
SS 0.101  
Given a legend and a series  
maps, the student will identify  
a symbol on a given map.  
(criterion: 4)

Directions:

1. Say: Look at the symbol next to the spoon. Mark an X on the same symbol on the map.
2. Say: Look at the symbol next to the flower. Mark an X on the same symbol on the map.
3. Say: Look at the symbol next to the grapes. Mark an X on the same symbol on the map.
4. Say: Look at the symbol next to the glass. Mark an X on the same symbol on the map.
5. Say: Look at the symbol next to the candle. Mark an X on the same symbol on the map.







English Criterion Reference Test  
Multicultural Social Studies

STUDENT WILL MARK THOSE WHICH  
DEPICT THE CONTRIBUTIONS OF  
NORTH AMERICAN INDIANS TO THE  
UNITED STATES.  
(CRITERION: 4)


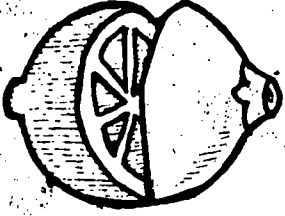
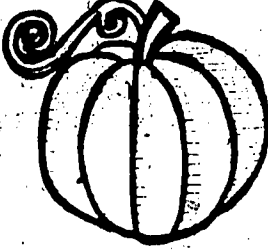


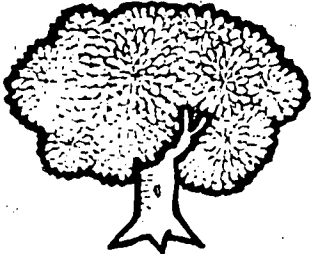
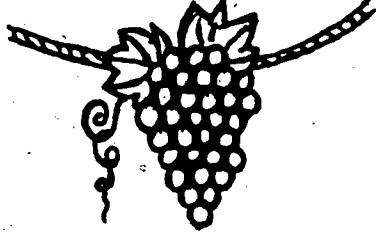


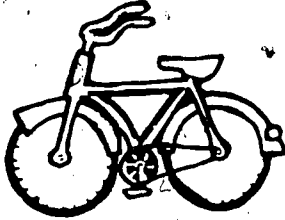





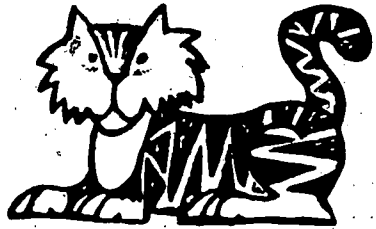

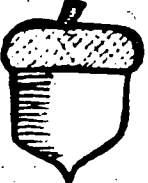

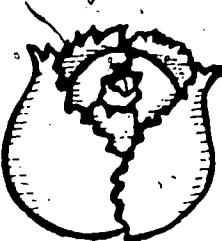

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

1. Say: Look at the pictures, next to the spoon. Mark with an X the thing that the Indians gave us.
2. Say: Look at the pictures next to the flower. Mark with an X the thing that the Indians gave us.
3. Say: Look at the pictures next to the grapes. Mark with an X the thing that the Indians gave us.
4. Say: Look at the pictures next to the glass. Mark with an X the thing that the Indians gave us.
5. Say: Look at the pictures next to the candle. Mark with an X the thing that the Indians gave us.

English Criterion Reference Test  
Multicultural Social Studies

the United States, Mexico, Portugal and shown model flags, the student will properly color them. (Criterion: 4)

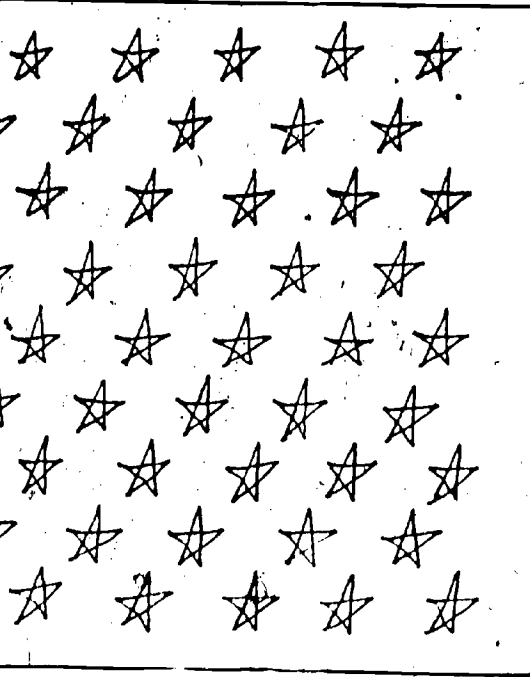
English Criterion Reference Test  
Multicultural Social Studies

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

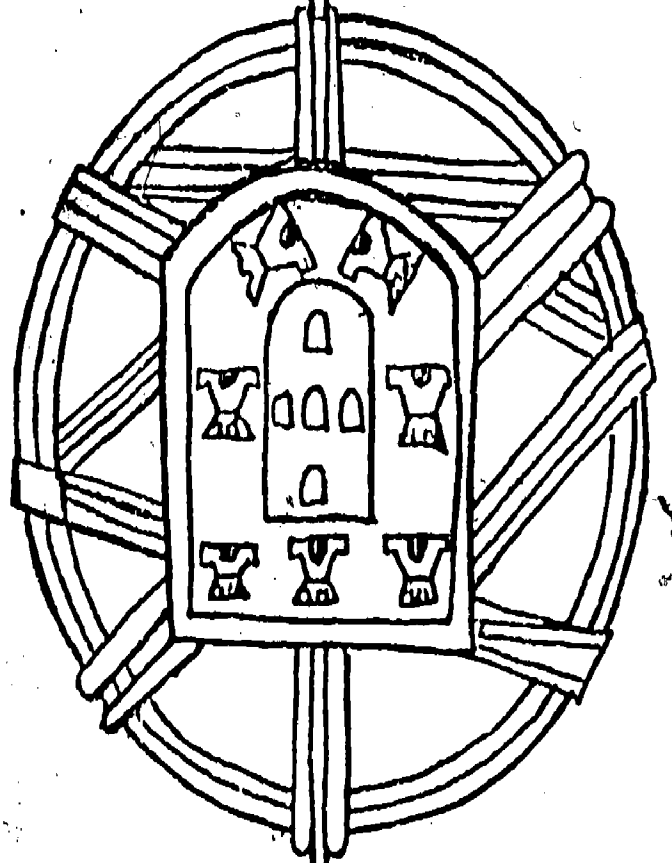
Say: Look at the model flags and color yours with the correct colors.



Blank lined writing area on the right side of the page, consisting of seven horizontal lines.

Blank lined writing area at the bottom of the page, consisting of five horizontal lines.





English Criterion Reference Test  
Multicultural Social Studies

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

Read the questions to the student. Mark on the answer sheet  
 (T) for each correct answer and  (F) for each incorrect answer.

Say: Listen to each question and tell me your answer. (yes or no)

1. Do all people speak the same language? (no)
2. Do people eat different kinds of food? (yes)
3. Do people in different parts of the world live in the same kind of houses? (no)
4. Do all people wear the same kind of clothes? (no)
5. Do all people have some kind of family? (yes)

SS U. 204  
Given questions about cultural variables the student will recognize that cultures are different.  
(criterion: 4)



English Criterion Reference Test  
Multicultural Social Studies

Name \_\_\_\_\_

Date \_\_\_\_\_

SS 1.101

Given a legend and a series of maps, the student will identify a symbol on a given map.  
(Criterion: 4)

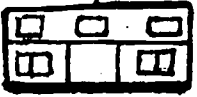




Directions:

Mark **(T)** on the answer sheet for each correct answer and **(F)** for each incorrect answer.

Say: Look at the symbols in the key.

1. Say: Look at map number one.  
Mark with an X the symbol that represents the hill.
2. Say: Look at map number two.  
Mark with an X the symbol that represents the lake.
3. Say: Look at map number three.  
Mark with an X the symbol that represents the park.
4. Say: Look at map number four.  
Mark with an X the symbol that represents the school.
5. Say: Look at map number five.  
Mark with an X the symbol that represents the city.

# KEY

	school
	hill
	lake
	city
	park

1



2

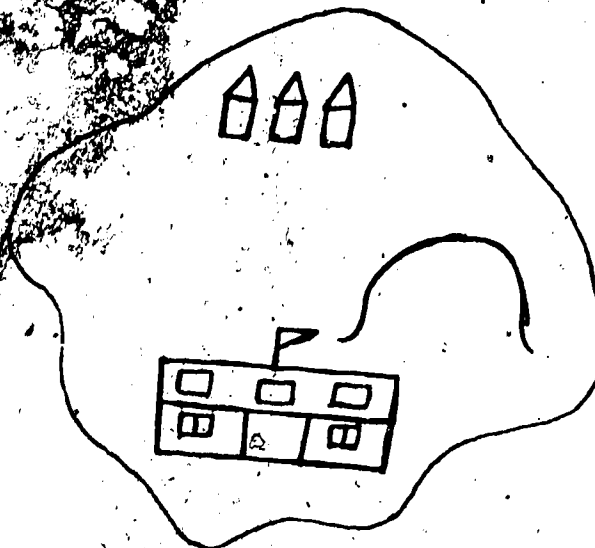


171

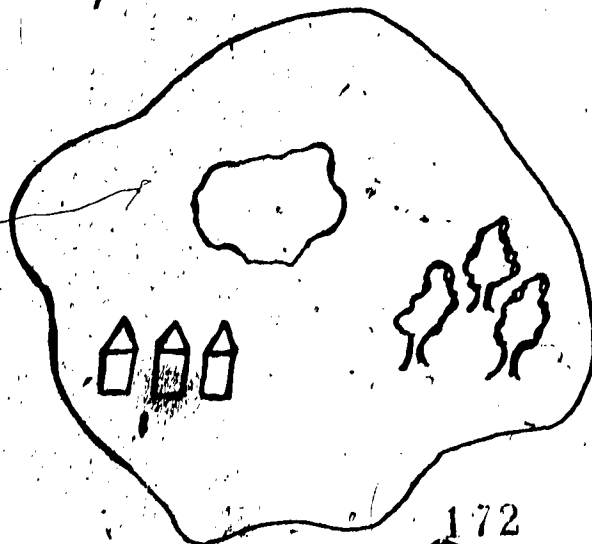
3



4



5



172

English Criterion Reference Test  
Multicultural Social Studies  
(ENGLISH - SPANISH PROGRAM)

Given a set of pictures of heroes/heroines of the U.S. and Portugal/Mexico, the student will answer questions about them.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

1. Say: Who was the first president of the United States? Write the number 1 on the line next to the picture of that person.
2. Say: Who was the first Mexican Indian that became president of Mexico? Write the number 2 on the line next to the picture of that person.
3. Say: Who fought for equal rights for the Black people? Write the number 3 on the line next to the picture of that person.
4. Say: Who gave the Grito de Dolores? Write the number 4 on the line next to the picture of that person.
5. Say: Who freed the slaves in the United States? Write the number 5 on the line next to the picture of that person.



English Criterion Reference Test  
Multicultural Social Studies  
(ENGLISH - PORTUGUESE PROGRAM)

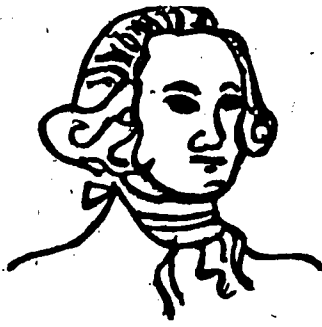
Given a set of pictures of heroes/heroines of the U.S. and Portugal/Mexico, the student will answer questions about them.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

1. Say: Who was the first president of the United States?  
Write the number 1 on the line next to the picture of that person.
2. Say: Who encouraged the Portuguese navigators to explore around the world?  
Write number 2 on the line next to the picture of that person.
3. Say: Who fought for equal rights for the Black people?  
Write number 3 on the line next to the picture of that person.
4. Say: Who bettered the lives of the poor people in Portugal?  
Write number 4 on the line next to the picture of that person.
5. Say: Who freed the slaves in the United States?  
Write number 5 on the line next to the picture of that person.



Given a set of pictures, the student will identify those which depict the basic human needs. (criterion; 4)

English Criterion Reference Test  
Multicultural Social Studies

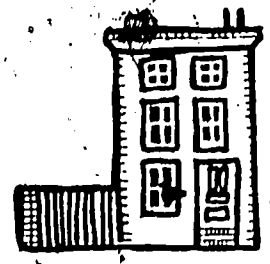
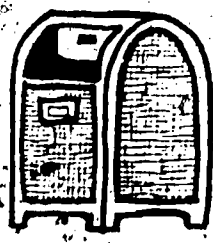
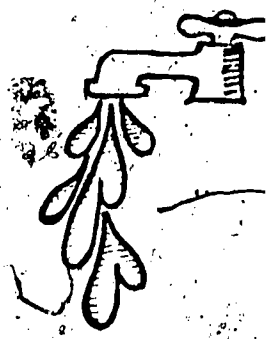
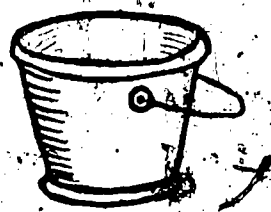
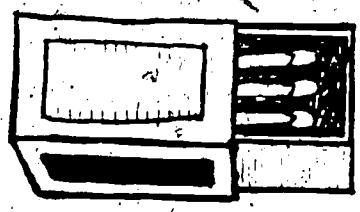
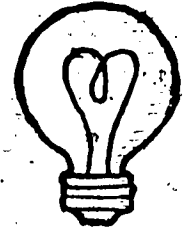
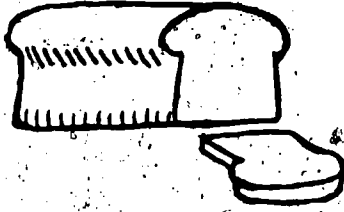
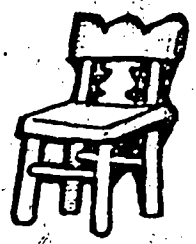
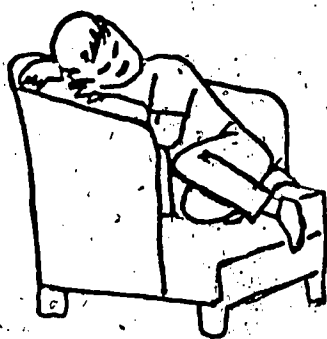
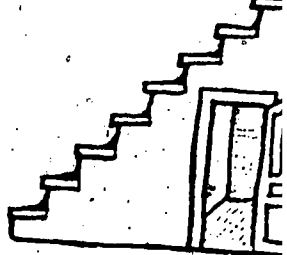
Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

1. Say: Look at the pictures next to the spoon. Mark an X on one of the things that is necessary for you to live.
2. Say: Look at the pictures next to the flower. Mark an X on one of the things that is necessary for you to live.
3. Say: Look at the pictures next to the grapes. Mark an X on one of the things that is necessary for you to live.
4. Say: Look at the pictures next to the glass. Mark an X on one of the things that is necessary for you to live.
5. Say: Look at the pictures next to the candle. Mark an X on one of the things that is necessary for you to live.





English Criterion Reference Test  
Multicultural Social Studies

Directions: Listen to each question and tell me your answer. (Yes or No)

Directions about human physical characteristics, the student will recognize that having different physical characteristics does not affect human potential. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

Read the questions to the student. Mark  T on the answer sheet for each correct answer and  F for each incorrect answer.

Say: Listen to each question and tell me your answer. (Yes or No)

1. Are people who have to wear glasses smarter than people who don't have to wear glasses?
2. Can all people with dark skin run faster than people with light skin?
3. Are all women better cooks than men?
4. Can people with small ears hear as well as people with big ears?
5. Do all girls draw better pictures than boys?

Given a community helper, the student will identify the human need the helper satisfies. (criterion: 4)

English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Read each item to the student. Mark **(T)** on the answer sheet for each correct answer, and **(F)** for each incorrect answer.

Say: Read silently the name of the community helpers, while I read them aloud. Look at the list of things the community helper might do for you. Underline the sentence that tells what the community helper does.

Say: 1. Dentist

- (A) cares for your teeth
- (B) sells you groceries
- (C) cares for your eyes

Say: 2. Garbage collector

- (A) cares for your clothes
- (B) sells you furniture
- (C) keeps our community clean

Say: 3. Postman

- (A) delivers milk
- (B) cleans the street
- (C) brings the mail

Say: 4. Teacher

- (A) buys your clothes
- (B) helps you learn
- (C) cleans your house

EnglishCriterion Reference TestMulticultural Social Studies

Say: 5. Nurse

- (A) keeps you healthy
- (B) sells you clothes
- (C) cares for your garden.

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Bilingual Education - Hayward Unified School District

English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

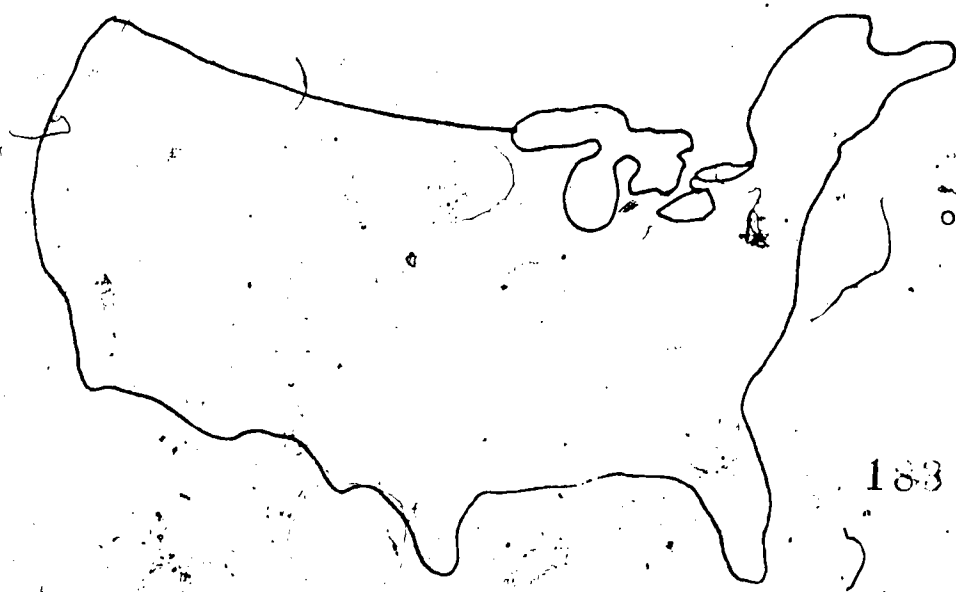
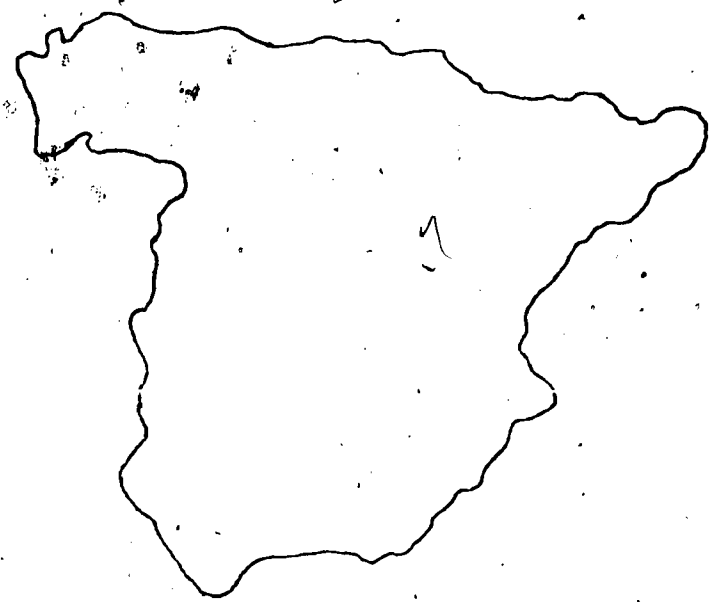
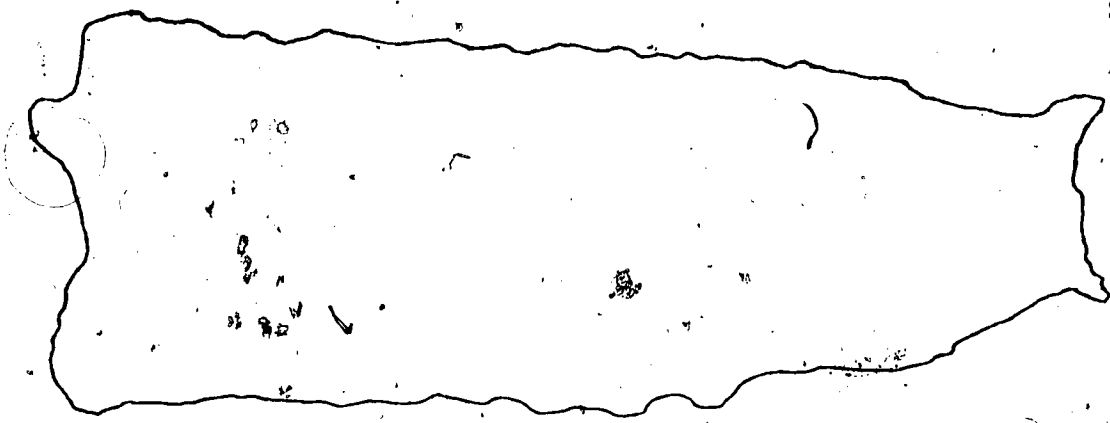
DATE \_\_\_\_\_

Directions:

Say: Look at the maps. Mark an X on the map of the United States.

SS 2.102

Given an outline of the United States, the student will identify it as such.



human characteristics, the student will differentiate between those which apply to all humans and those which apply to only a few. (criterion:4)

English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

Directions:

Read the questions to the student and mark on the answer sheet for each correct answer and X for each incorrect answer.

Say: Listen to each question and tell me your answer.  
(Yes or No)

1. Do all children in the world learn to play baseball?
2. Do all children in the world have a Christmas tree?
3. Do all the children in the world speak a language?
4. Do all the children in the world live in a house?
5. Do all the children in the world need love?

English

Criterion Reference Test

Multicultural Social Studies

(English - Spanish Program)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Say: Read the names of the heroes below silently, while I read them aloud.

Mark the space on the answer sheet that indicates the country the hero is from.

1. Benito Juárez

- (A) United States
- (B) Puerto Rico

- (C) México
- (D) Colombia

2. Thomas Jefferson

- (A) United States
- (B) Puerto Rico

- (C) México
- (D) Brazil

3. José Martí

- (A) United States
- (B) Cuba

- (C) Puerto Rico
- (D) Colombia

4. Abraham Lincoln

- (A) Colombia
- (B) Venezuela

- (C) Portugal
- (D) United States

5. Los Niños Héroes

- (A) Perú
- (B) Uruguay

- (C) México
- (D) Chile

Given a list of heroes and heroines, the student will match them with their countries. (criterion: 4)



English

Criterion Reference Test

Multicultural Social Studies

(English - Portuguese Program)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Say: Read silently the names of the heroes below while I read them aloud.

Mark the space on the answer sheet that indicates the country the hero is from.

1. Prince Henry the Navigator

(A) United States

(C) Portugal

(B) Spain

(D) México

2. Thomas Jefferson

(A) United States

(C) Portugal

(B) Spain

(D) Brazil

3. Queen Isabel

(A) United States

(C) Puerto Rico

(B) Portugal

(D) Colombia

4. Abraham Lincoln

(A) Colombia

(C) México

(B) Venezuela

(D) United States

5. D. Alfonso Henriques

(A) Spain

(C) Portugal

(B) Italy

(D) Chile

SS 3.101

Given a list of heroes and heroines, the student will select their countries of origin. (criteffion: 4)

English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Have the student make a legend using 3 symbols and their meanings for the physical map.

Mark the space T next to item 1 on the answer sheet if the legend is correct and F if it is incorrect.

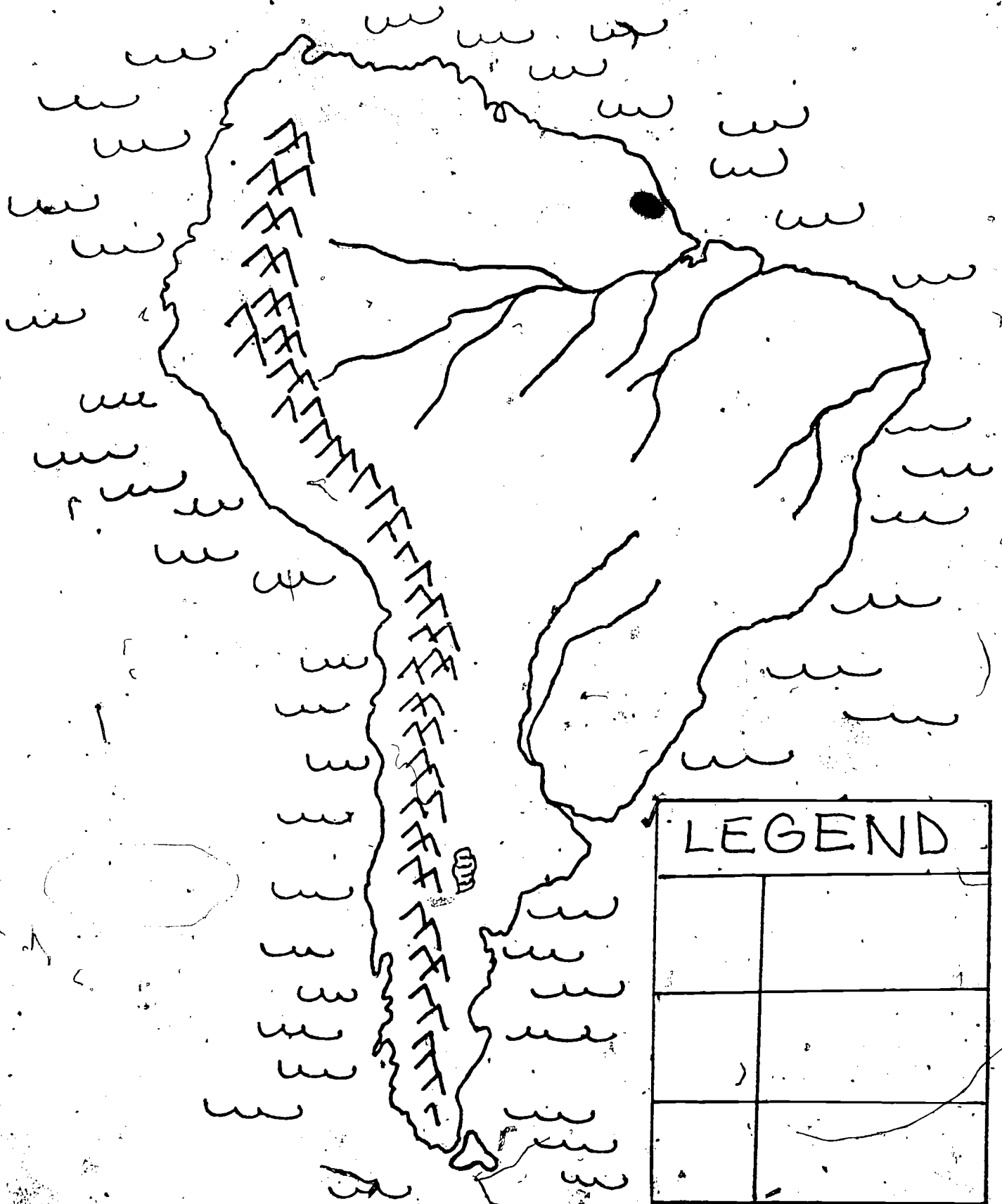
Say: Look at the map and the physical details. Make a legend using 3 symbols and their meanings.

SS 3:102

Given a map with symbols, the student will make an appropriate legend.

English Criterion Reference Test

Multicultural Social Studies



English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Have the student read the physical details and identify the climate described.

Say: Read the physical details silently, while I read them aloud.

Mark the space on the answer sheet that indicates the climate described.

1. hot, dry and sandy

(A) rain forest

(B) mild

(C) arctic

(D) desert

2. hot, rainy and many plants

(A) rain forest

(B) mild

(C) arctic

(D) desert

3. cold, much snow and no plants

(A) rain forest

(B) mild

(C) arctic

(D) desert

4. warm summers and cold winters, a little rain and many plants

(A) rain forest

(B) mild

(C) arctic

(D) desert

5. hot, dry and many cactus plants

(A) rain forest

(B) mild

(C) arctic

(D) desert

Given physical details, the student will identify the climate described. (Criterion: 4)

English

Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions:

Say: Read the following questions silently, while I read them aloud.

Mark the space on the answer sheet that indicates the correct answer. Mark  for (YES) or  for (NO).

1. Do some people in Mexico work in office buildings?
2. Do all people in Africa live in apartment buildings?
3. Do some American Indians live in big cities?
4. Do some Chinese people celebrate Christmas?
5. Do all Americans speak Spanish?

Given questions about different cultural groups, the student will recognize that some human activities are not limited to a single cultural group. (criterion: 4)

English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Look at the following questions. Mark the space on the answer sheet that indicates the correct answer.

1. In what part of the state is San Diego?

- A in the north
- B in the south
- C in the east
- D in the west

2. In what part of the state is Mt. Shasta?

- A in the north
- B in the south
- C in the east
- D in the west

3. In what part of the state is Yosemite National Park?

- A in the north
- B in the south
- C in the east
- D in the west

4. In which direction do you travel to go from Eureka to Los Angeles?

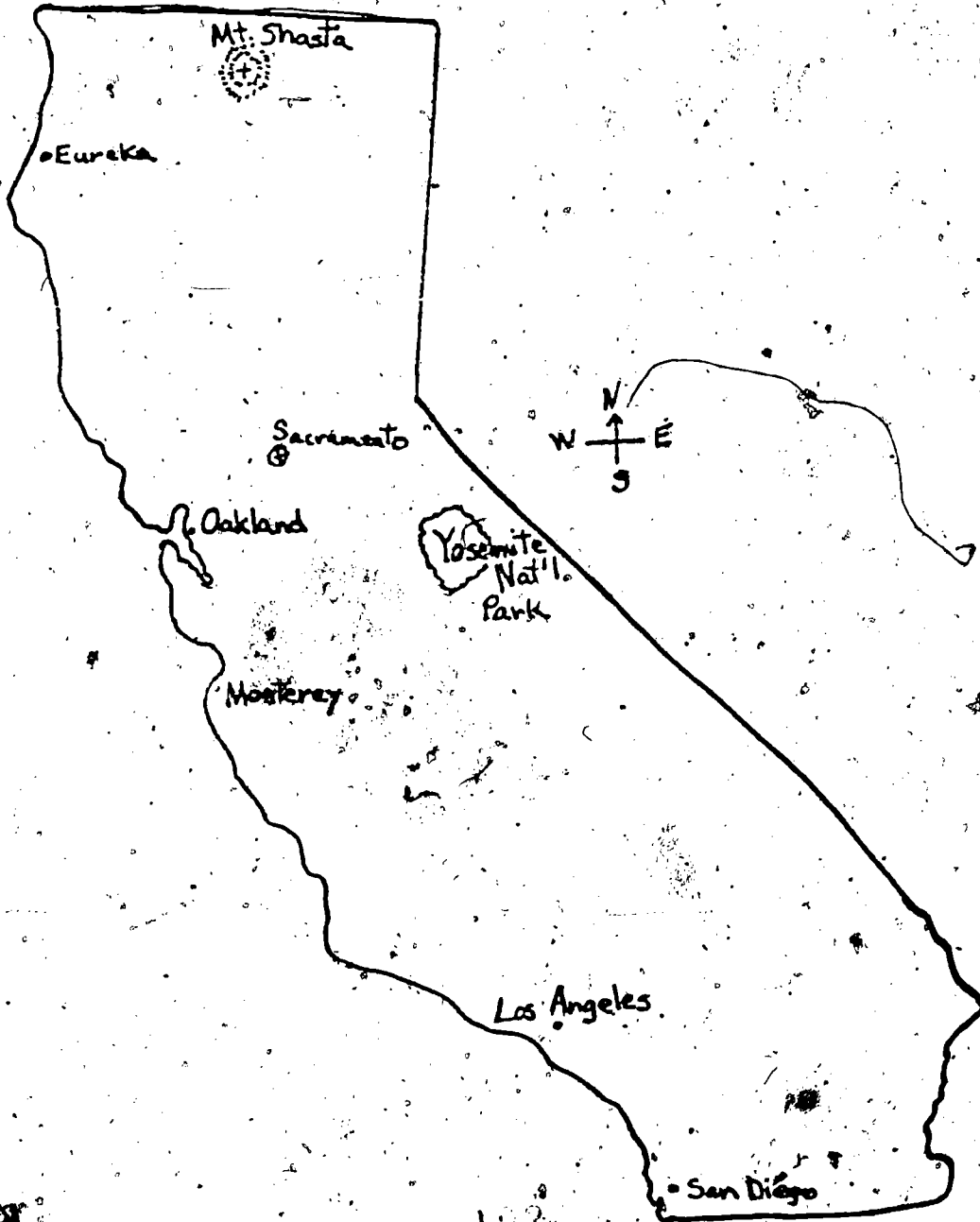
- A north
- B south
- C east
- D west

5. In which direction do you travel to go from Yosemite to Monterey?

- A north
- B south
- C east
- D west

English Criterion Reference Test

Multicultural Social Studies



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English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Read the following incomplete sentences. Mark the space on the answer sheet that indicates the land form that completes the sentence.

1. The largest landform on this physical map is \_\_\_\_\_.

- A a mountain
- B a peninsula
- C an island
- D a continent

2. The area marked with a number 1 is \_\_\_\_\_.

- A a mountain
- B a peninsula
- C an island
- D an isthmus

3. The area marked with a number 2 is \_\_\_\_\_.

- A a mountain
- B a peninsula
- C an island
- D an isthmus

4. The area marked with a number 3 is \_\_\_\_\_.

- A a mountain
- B a peninsula
- C an island
- D an isthmus

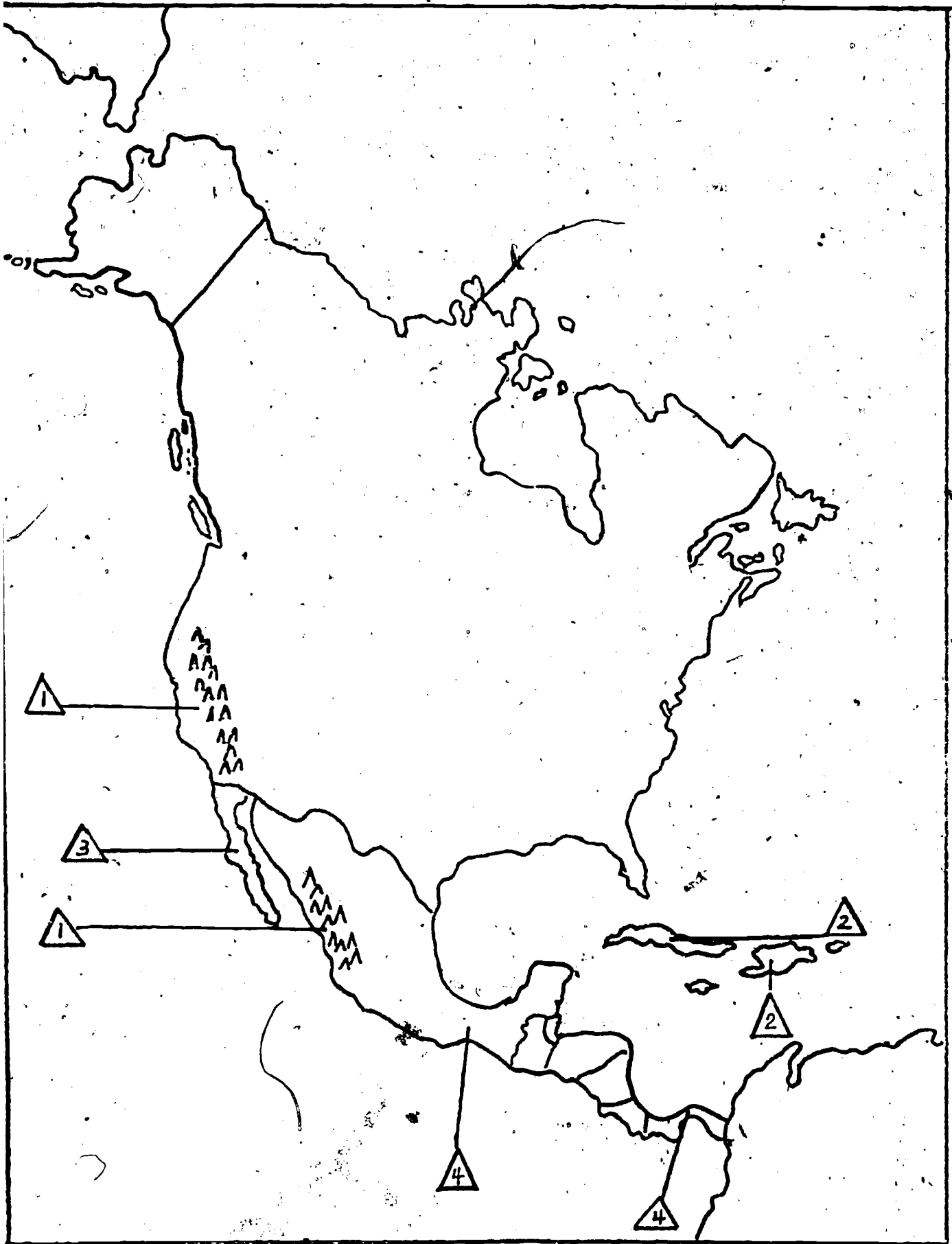
5. The area marked with a number 4 is \_\_\_\_\_.

- A a mountain
- B a peninsula
- C an island
- D an isthmus

Given a map, the student will identify major physical land forms: (island, continent, mountains, peninsula, isthmus) (criterion: 4)



English Criterion Reference Test  
Multicultural Social Studies



English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Look at the map, scale and legend. Read the following questions, mark the space on your answer sheet that indicates the correct answer.

1. How far is Santa Barbara from Santa Maria?

- A 50 miles
- B 100 miles
- C 25 miles
- D 200 miles

2. How far is San Jose from Bakersfield?

- A 50 miles
- B 100 miles
- C 200 miles
- D 250 miles

3. The symbol for a capital is

- |   |   |
|---|---|
| <input type="radio"/> A  | <input type="radio"/> C  |
| <input type="radio"/> B  | <input type="radio"/> D   |

4. The symbol for a lake is

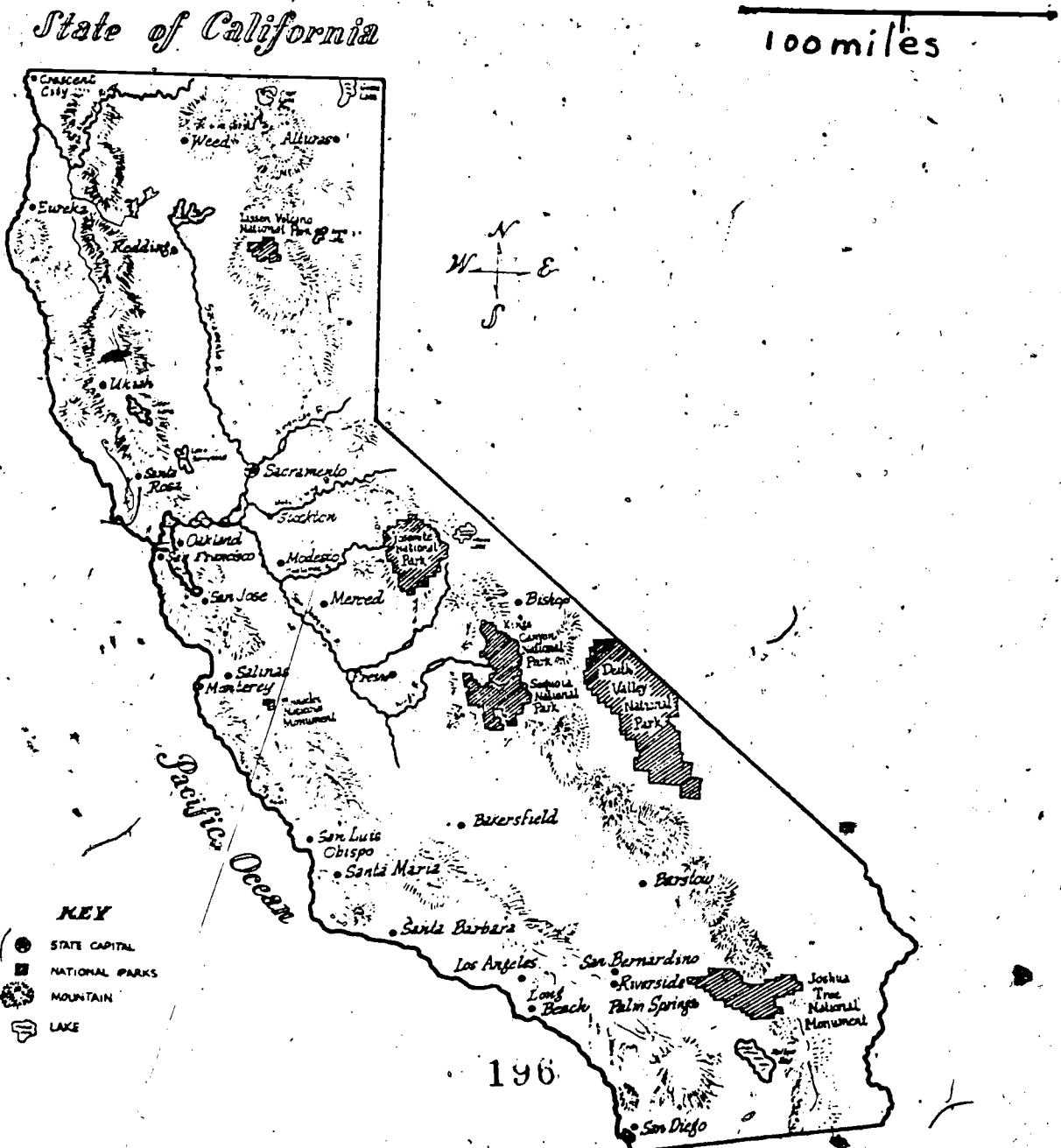
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|---|--|
| <input type="radio"/> A  | <input type="radio"/> C  |
| <input type="radio"/> B  | <input type="radio"/> D  |

5. The California coast is about \_\_\_\_\_ long.

- A 300 miles
- B 500 miles
- C 650 miles
- D 800 miles

SCALE, THE STUDENT WILL ANSWER  
specific questions.  
(criterion: 4)

English Criterion Reference Test  
Multicultural Social Studies



English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Read the following incomplete sentences. Select the major reason people migrate. On the answer sheet mark the space that indicates the correct answer.

1. One reason for human migration is the need for

- A better roads
- B religious freedom
- C new friends

2. One reason for human migration is the search for

- A new clothes
- B riches
- C mountains

3. One reason for human migration is the search for

- A food
- B better roads
- C music

4. One reason for human migration is the desire to have

- A new friends
- B political freedom
- C corn fields

5. One reason for human migration is the search for

- A clothes
- B friends
- C water

the student will select reasons for human migration. (criterion: 4)

English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

student will identify those states  
along a given route.  
(criterion: 4)

Directions

Look at the map. Mark the space on the answer sheet that indicates the name of the state along the route.

1. The route goes through

- A Idaho
- B Utah
- C Texas
- D Ohio

2. The route goes through

- A Kansas
- B Arkansas
- C Iowa
- D North Dakota

3. The route goes through

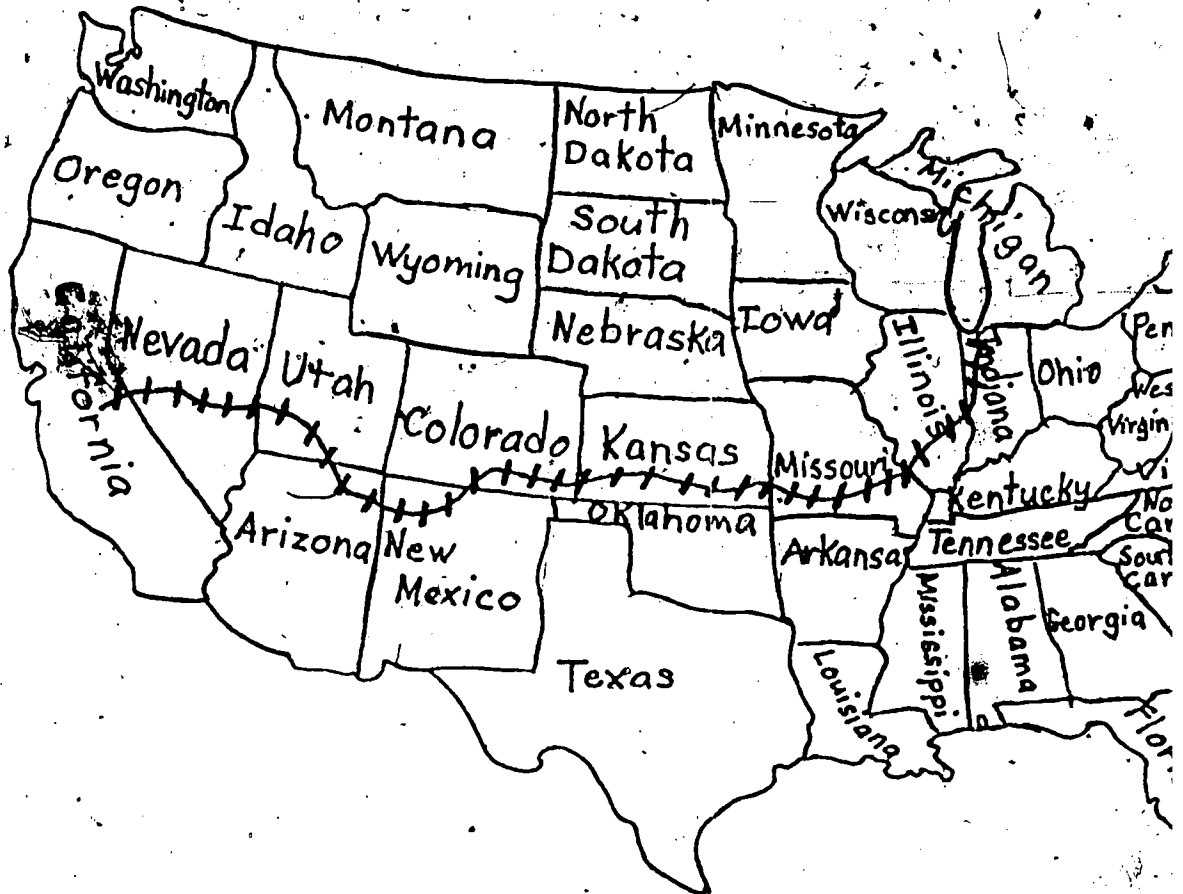
- A Mississippi
- B Oregon
- C Georgia
- D Illinois

4. The route goes through

- A Nebraska
- B Kentucky
- C Colorado
- D Montana

5. The route goes through

- A Louisiana
- B Arizona
- C Florida
- D Wyoming



occurrence, the student will  
arrange the events in chronological  
order.  
(criterion: 4)

English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Directions

Say: Read the story silently, while I read it aloud.

Slavery

Slavery was one of the major conflicts in the United States from the days of George Washington. In 1793, Congress passed the fugitive slave law. In 1808, Congress prohibited the importation of slaves. Neither of these laws caused much animosity in the North or in the South. In the North, where slavery was not profitable, all the states abolished slavery in 1804. In the South, slavery continued. In 1820, it was calculated that the South had 500 million dollars worth of slaves. This conflict between the North and the South continued until the Civil War began in the United States in 1860.

Say: Use the information in the story to answer the following questions. Mark the space on the answer sheet that indicates the correct answer.

1. Which event occurred first?
- A The Civil War began
  - B Congress passed the fugitive slave law.
  - C The northern states abolished slavery.
  - D Congress abolished the importation of slaves.



English Criterion Reference Test  
Multicultural Social Studies

2. Which event occurred second?

- A Congress abolished the importation of slaves.
- B The Civil War began.
- C The northern states abolished slavery.
- D Congress passed the fugitive slave law.

3. Which event occurred third?

- A The Civil War began.
- B The South had 500 million dollars worth of slaves.
- C The northern states abolished slavery.
- D Congress prohibited the importation of slaves.

4. Which event occurred fourth?

- A Congress passed the fugitive slave law.
- B The northern states abolished slavery.
- C The Civil War began.
- D The South had 500 million dollars worth of slaves.

5. Which event occurred fifth?

- A The Civil War began.
- B Congress passed the fugitive slave law.
- C The northern states abolished slavery.
- D Congress abolished the importation of slaves.



English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Say: Look at the map. Mark the space on the answer sheet which indicates the name of the country.

1. Look at number 1 on the map.

- It is:  A Chile  
 B Brazil  
 C Canada  
 D Argentina

2. Look at number 2 on the map.

- It is:  A Venezuela  
 B Panama  
 C Peru  
 D Mexico

3. Look at number 3 on the map.

- It is:  A United States  
 B Mexico  
 C Canada  
 D Brazil

4. Look at number 4 on the map.

- It is:  A Peru  
 B Colombia  
 C Panama  
 D Mexico

5. Look at number 5 on the map.

- It is:  A Brazil  
 B Canada  
 C Chile  
 D United States

STUDY A POLITICAL OUTLINE MAP  
of the Western Hemisphere, the  
student will recognize specific  
countries.  
(criterion: 4)

English Criterion Reference Test  
Multicultural Social Studies



English Criterion Reference Test

Multicultural Social Studies

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions

Look at the maps. Mark the space on the answer sheet which indicates the correct type of map.

1. Look at the map of Uruguay. Is this a political or a physical map?

- A physical
- B political

2. Look at the map of Mexico. Is this a political or a physical map?

- A physical
- B political

3. Look at the map of Southern Europe. Is this a political or a physical map?

- A physical
- B political

4. Look at the map of Bolivia. Is this a political or a physical map?

- A physical
- B political

5. Look at the map of Argentina. Is this a political or a physical map?

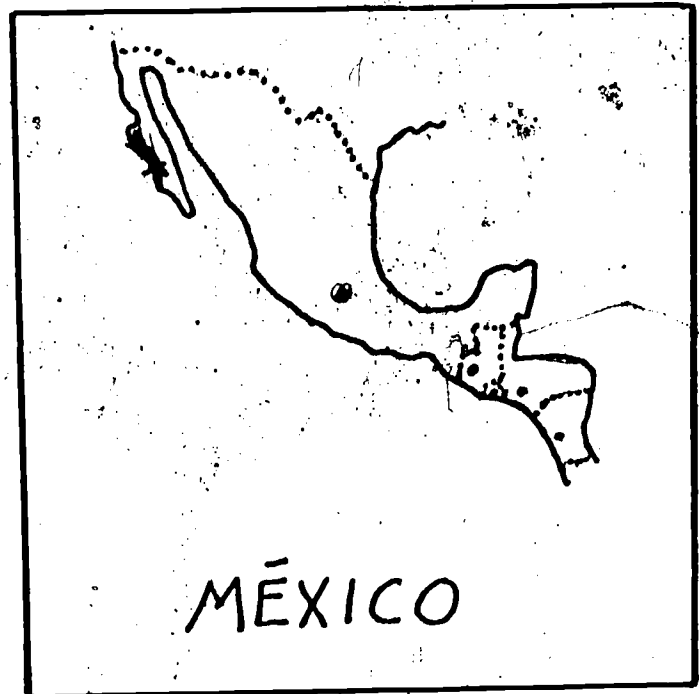
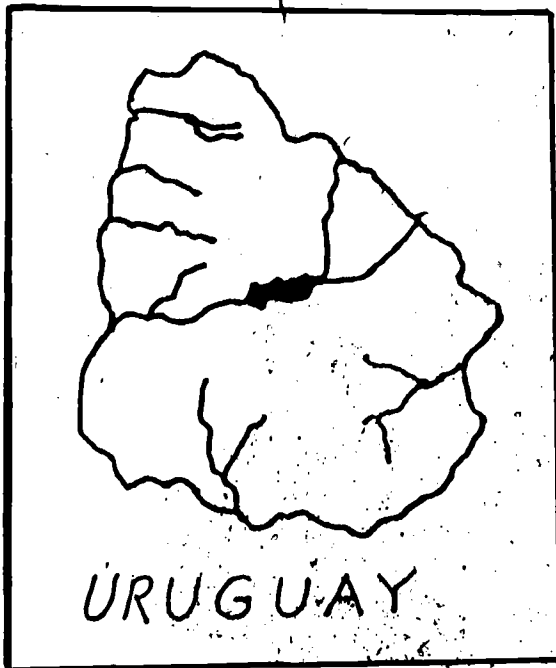
- A physical
- B political

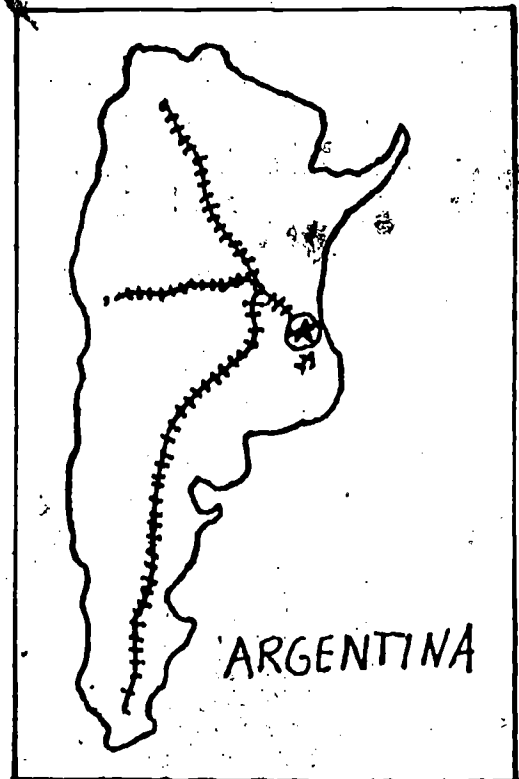
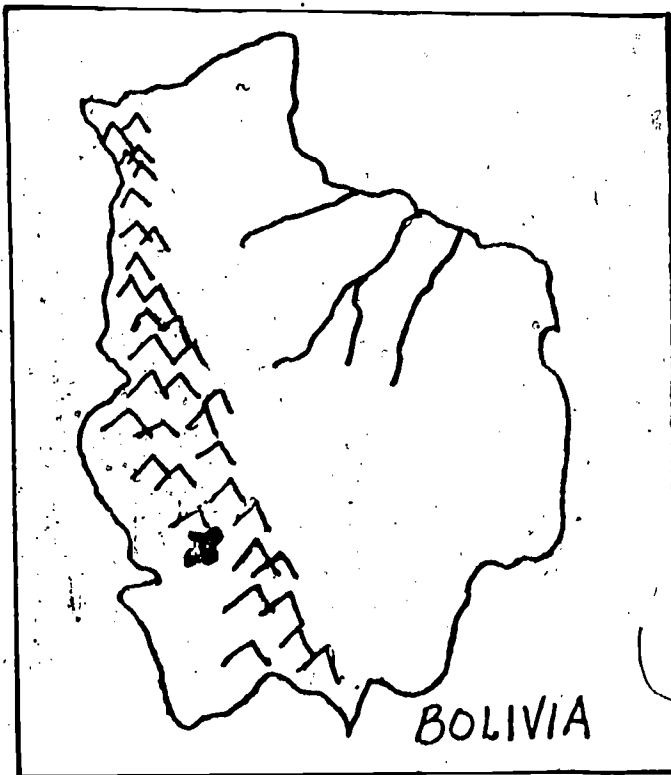
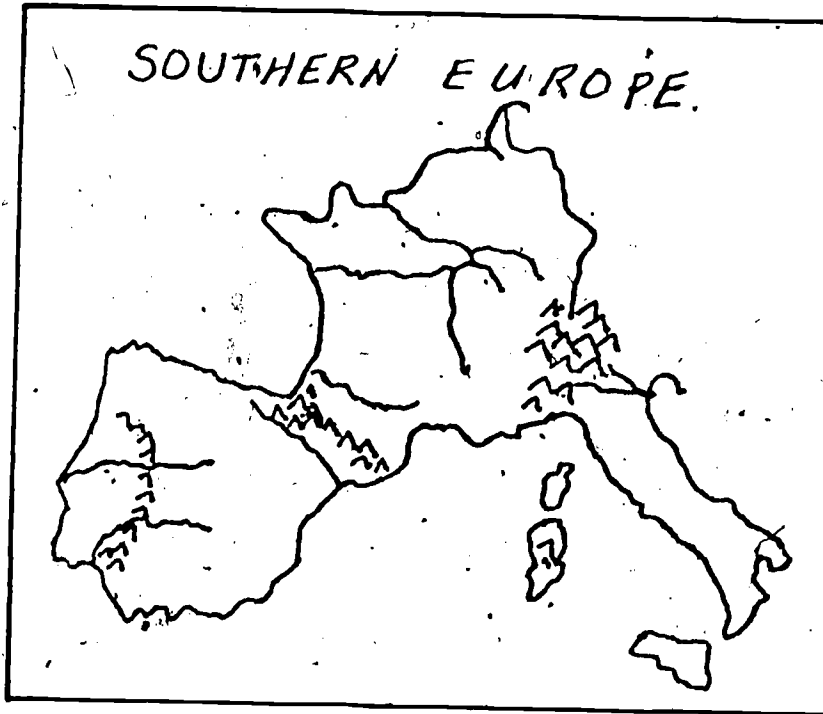
will indicate, which are physical and which are political. (criterion: 4)

English Criterion Reference Test  
Multicultural Social Studies

**LEGEND**

- ▲ MOUNTAINS
- ~ RIVERS
- CITY
- ◐ LAKE
- ⊗ CAPITAL
- .... BOUNDARY
- ⌒ RAILROAD









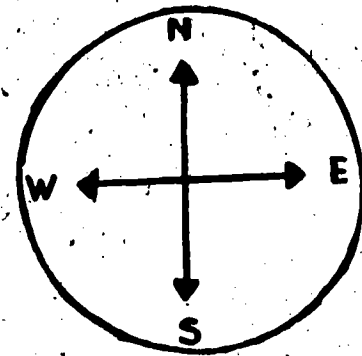




English Criterion Reference Test  
Multicultural Social Studies

**LEGEND.**

-  CATTLE
-  LUMBER
-  CORN
-  YERBA MATE
-  COTTON
-  TOBACCO



APPENDIX IX

Kindergarten thru Sixth Grade  
Spanish Multicultural Social Studies  
Criterion Referende Tests



Spanish Criterion Reference Test  
Multicultural Social Studies

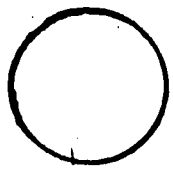
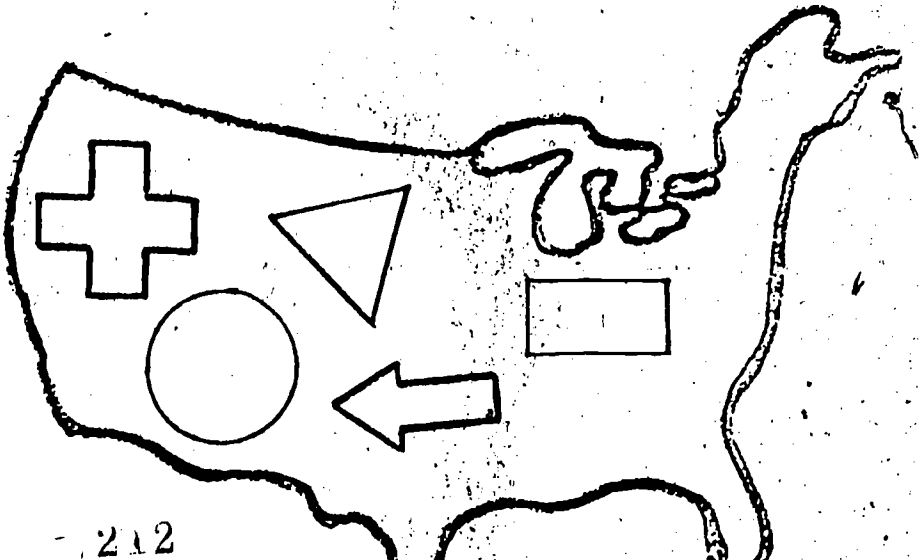
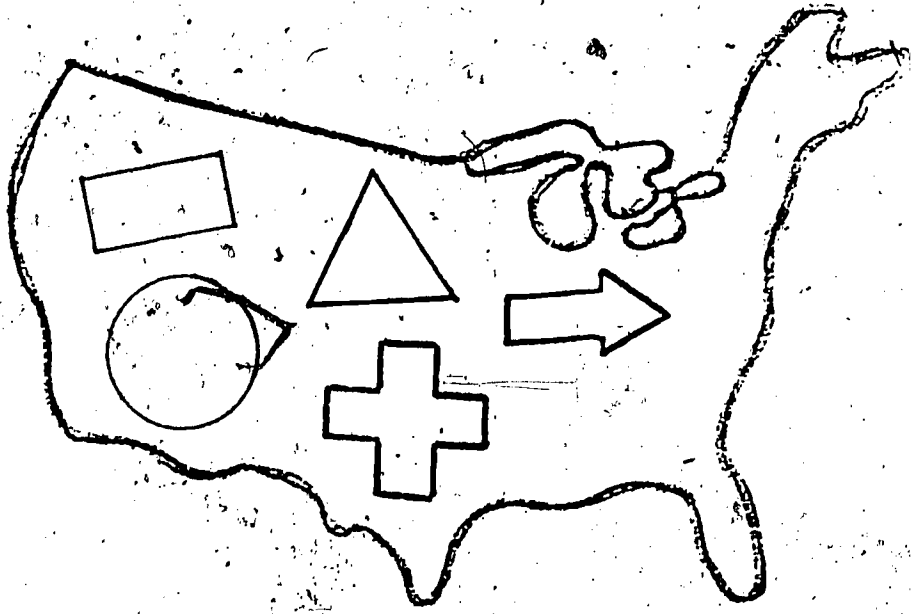
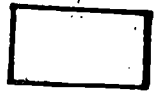
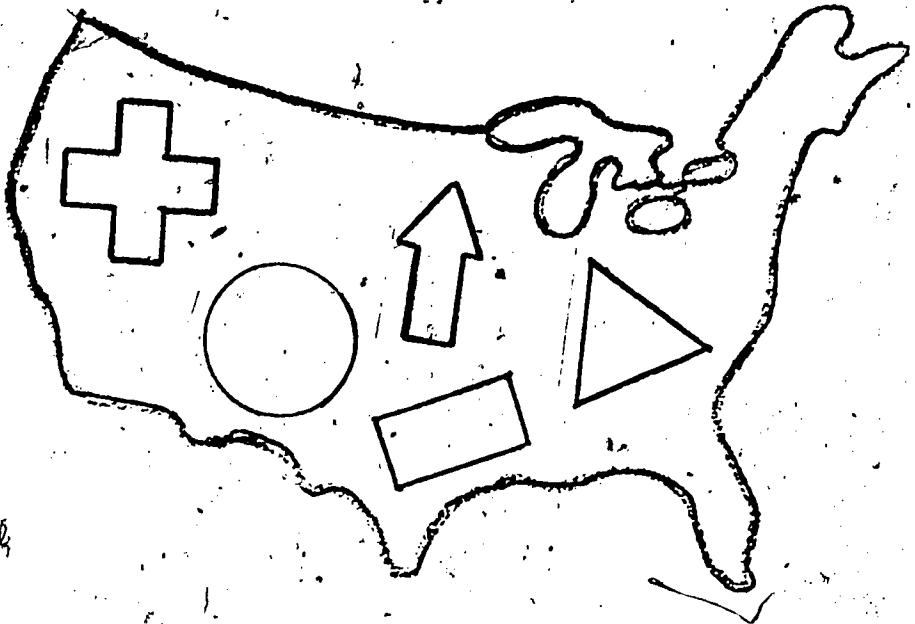
Nombre \_\_\_\_\_

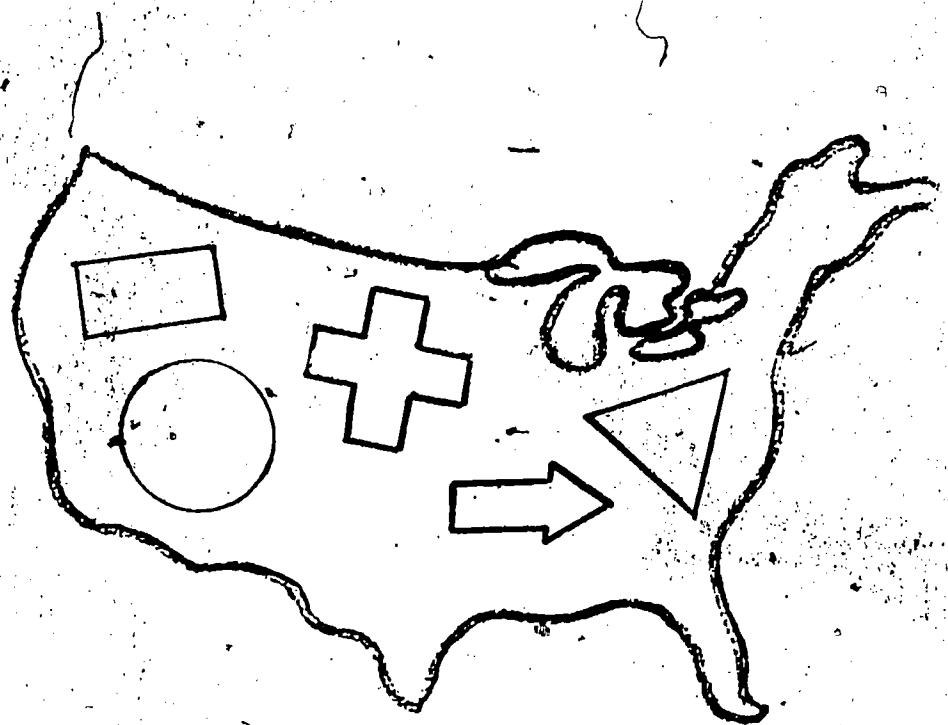
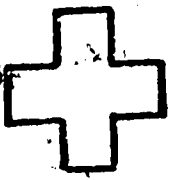
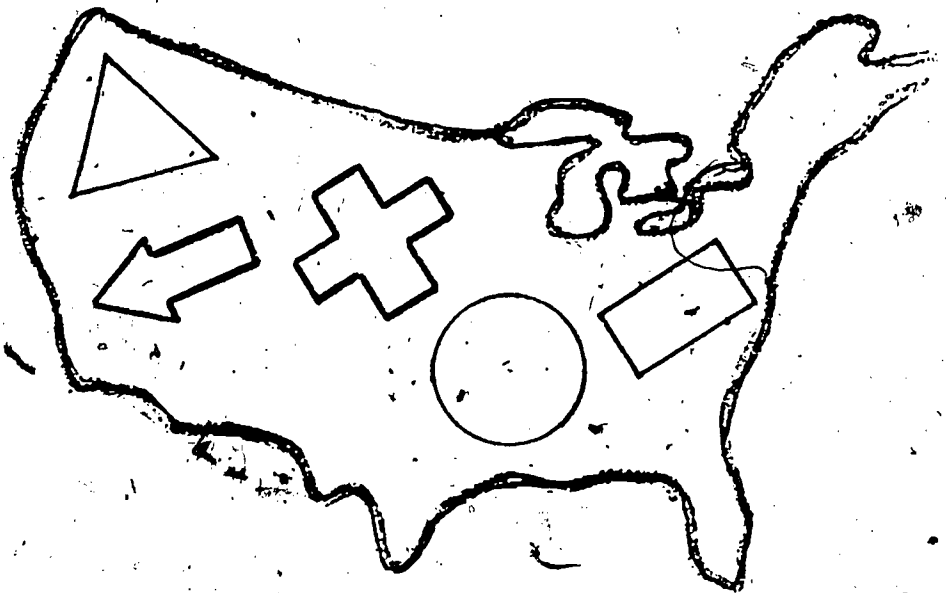
Fecha \_\_\_\_\_

Instrucciones:

1. Diga: Fíjate en el símbolo que está al lado de la cuchara.  
Marca con X el símbolo en el mapa que es igual.
2. Diga: Fíjate en el símbolo que está al lado de la flor.  
Marca con X el símbolo en el mapa que es igual.
3. Diga: Fíjate en el símbolo que está al lado de las uvas.  
Marca con X el símbolo en el mapa que es igual.
4. Diga: Fíjate en el símbolo que está al lado del vaso.  
Marca con X el símbolo en el mapa que es igual.
5. Diga: Fíjate en el símbolo que está al lado de la vela.  
Marca con X el símbolo en el mapa que es igual.

a symbol on a given map.  
(extraction: 4)





Spanish Criterion Reference Test  
Multicultural Social Studies


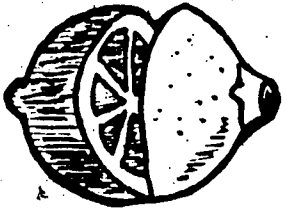
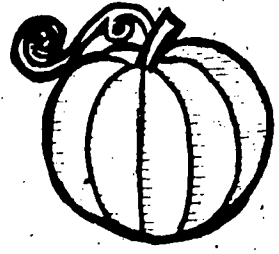
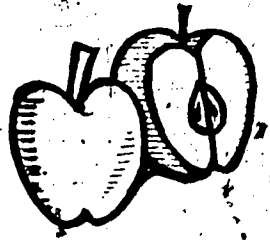





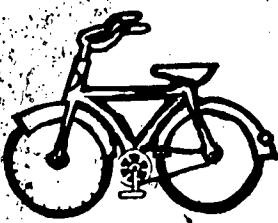





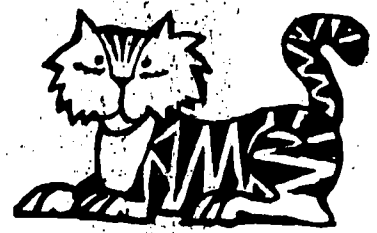



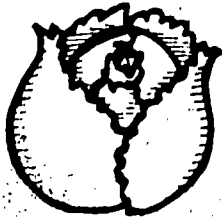

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

1. Diga: Fíjate en los dibujos que están al lado de la cuchara. Marca con X la cosa que nos dieron los indios.
2. Diga: Fíjate en los dibujos que están al lado de la flor. Marca con X la cosa que nos dieron los indios.
3. Diga: Fíjate en los dibujos que están al lado de las uvas. Marca con X la cosa que nos dieron los indios.
4. Diga: Fíjate en los dibujos que están al lado del vaso. Marca con X la cosa que nos dieron los indios.
5. Diga: Fíjate en los dibujos que están al lado de la vela. Marca con X la cosa que nos dieron los indios.

Spanish Criterion Reference Test.  
Multicultural Social Studies

the United States, Mexico, Portugal  
and shown model flags, the student  
will properly color them.  
(Criterion: 4)

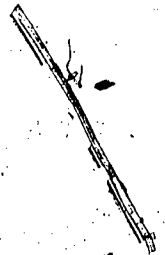
Spanish Criterion Reference Test  
Multicultural Social Studies

Nombre \_\_\_\_\_

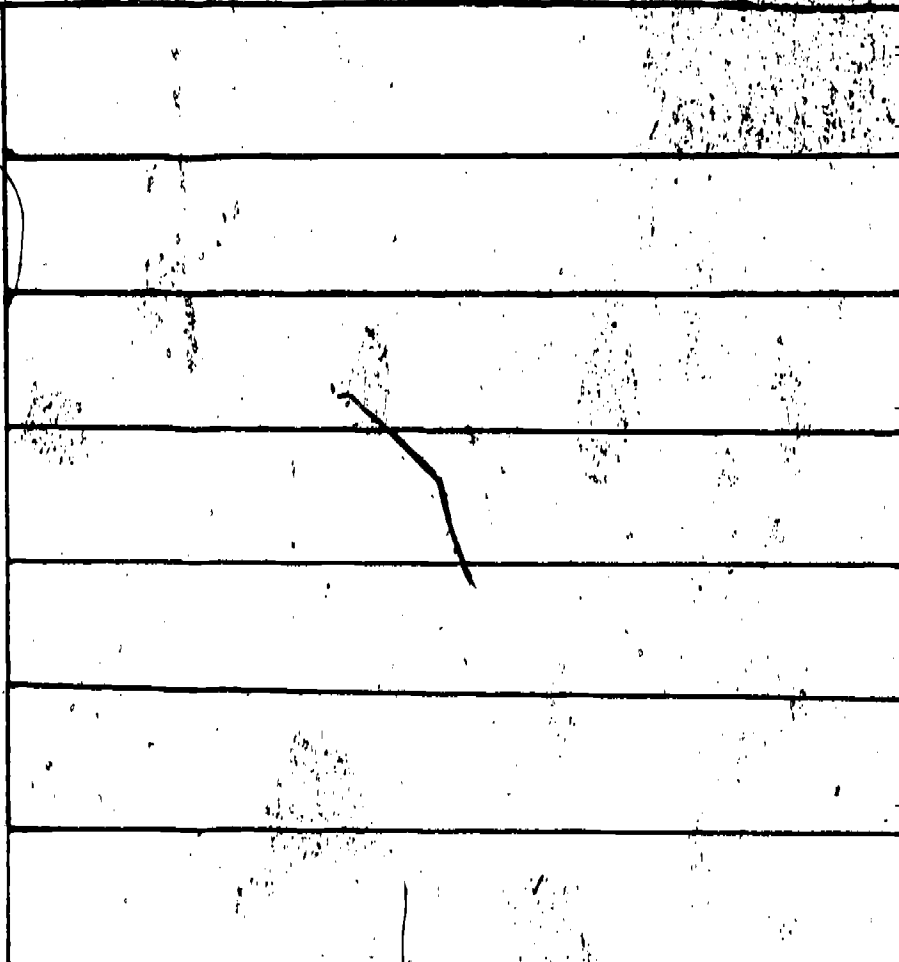
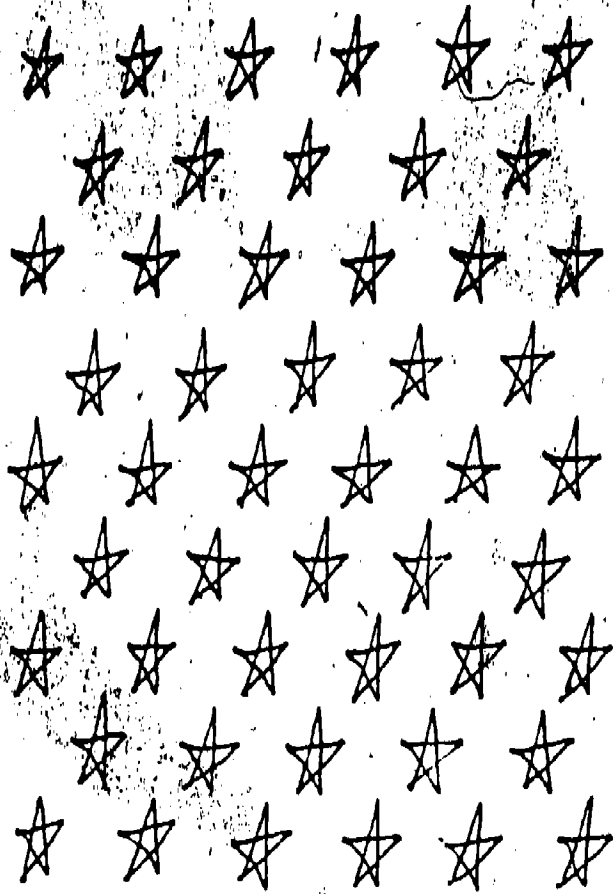
Fecha \_\_\_\_\_

Instrucciones:

Diga: Fijate en los modelos de las banderas y colorea las tuyas con los  
propios colores.









Spanish Criterion Reference Test  
Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Léale las preguntas al estudiante. Marque  en la página de respuestas para cada respuesta correcta y  para cada respuesta incorrecta.

Diga: Escucha cada pregunta y dime tu respuesta. (sí o no)

1. ¿Hablan el mismo idioma todas las personas? (no)
2. ¿Comen diferente comida la gente? (sí)
3. ¿Vive la gente de diferentes partes del mundo en el mismo tipo de casas? (no)
4. ¿Se viste toda la gente con el mismo tipo de ropa? (no)
5. ¿Tienen todas las personas algún tipo de familia? (sí)

variables, the student will  
recognize that cultures are  
different.  
(criterion 4)

Spanish Criterion Reference Test  
Multicultural Social Studies

maps, the student will identify  
a symbol on a given map.  
(Criterion: 4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

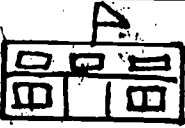


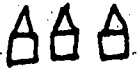

Marque **(T)** en la página de respuestas para cada respuesta correcta y **(F)** para cada respuesta incorrecta.

Diga: Fíjate en los símbolos de la clave.

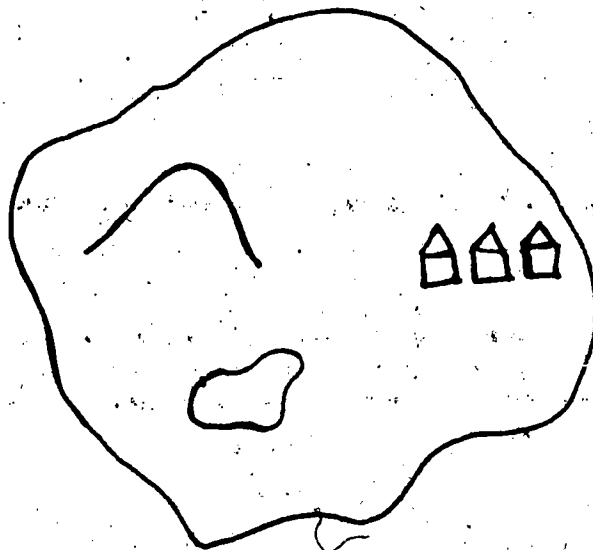
1. Diga: Fíjate en el mapa número 1. Marca con X el símbolo que representa la loma.
2. Diga: Fíjate en el mapa número 2. Marca con X el símbolo que representa el lago.
3. Diga: Fíjate en el mapa número 3. Marca con X el símbolo que representa el parque.
4. Diga: Fíjate en el mapa número 4. Marca con X el símbolo que representa la escuela.
5. Diga: Fíjate en el mapa número 5. Marca con X el símbolo que representa el pueblo.

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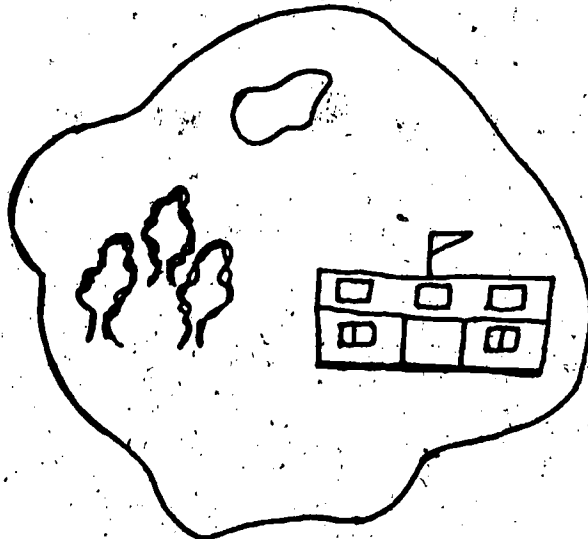
# CLAVE

	la escuela
	la loma
	el lago
	el pueblo
	el parque

1

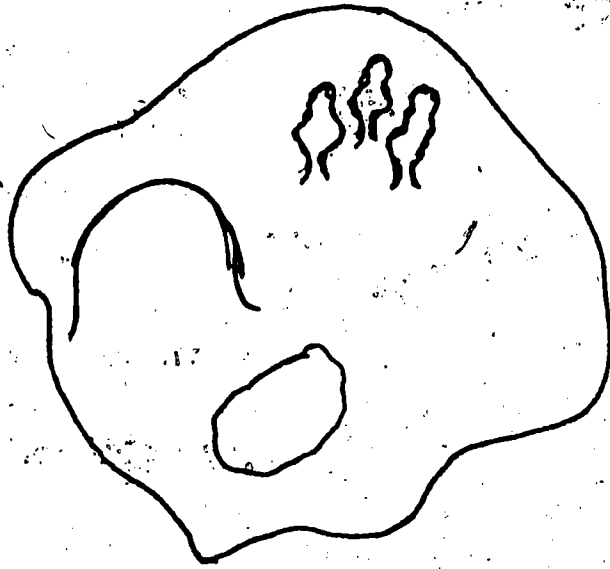


2

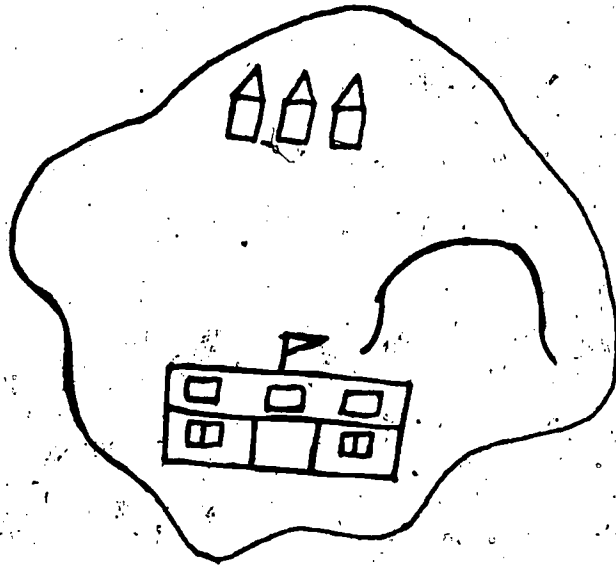


222

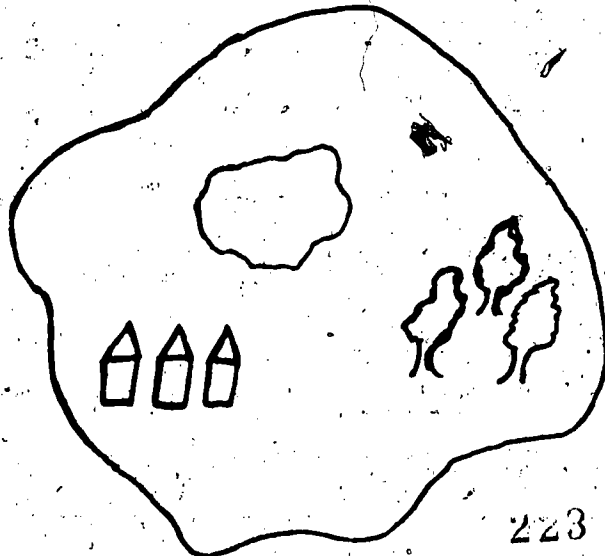
3



4



5



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Spanish Criterion Reference Test  
Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

1. Diga: ¿Quién fue el primer presidente de los Estados Unidos?  
Escribe el número 1 en la línea al lado del dibujo de esa persona.
2. Diga: ¿Quién fue el primer indio mexicano que llegó a ser presidente de México?  
Escribe el número 2 en la línea al lado del dibujo de esa persona.
3. Diga: ¿Quién fue él que luchó por los derechos de los negros de los Estados Unidos?  
Escribe el número 3 en la línea al lado del dibujo de esa persona.
4. Diga: ¿Quién fue él que dio el Grito de Dolores?  
Escribe el número 4 en la línea al lado del dibujo de esa persona.
5. Diga: ¿Quién les dio la libertad a los esclavos de los Estados Unidos?  
Escribe el número 5 en la línea al lado del dibujo de esa persona.

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REMOVED BY THE U.S. GOVERNMENT  
Mexico, the student will answer  
questions about them.  
(criterion: 4)



which depict the basic human needs.  
(criterion; 4)

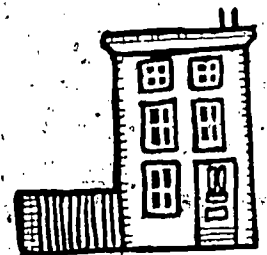
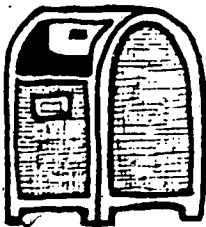
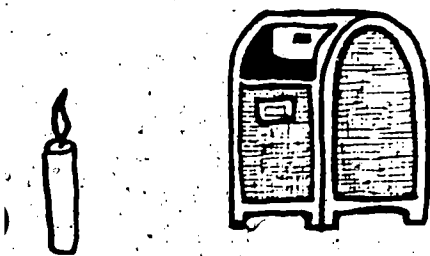
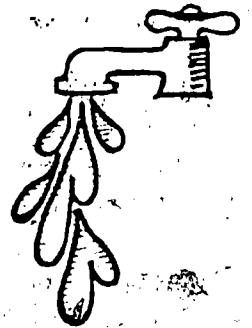
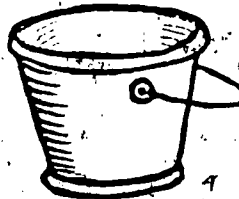
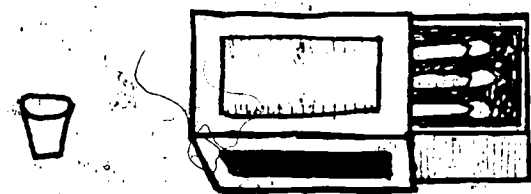
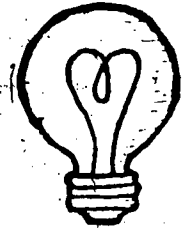
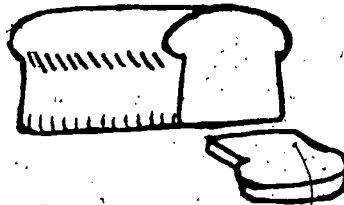
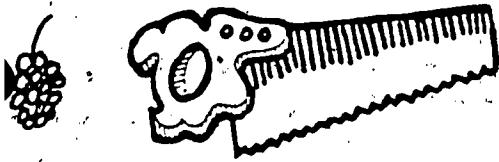
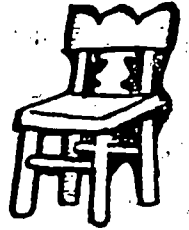
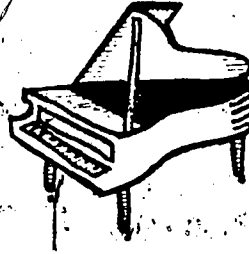
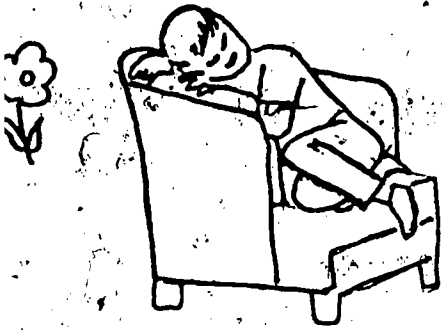
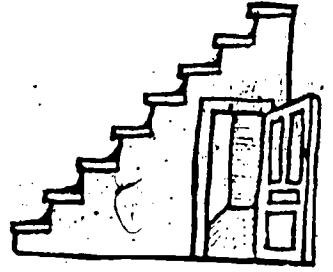
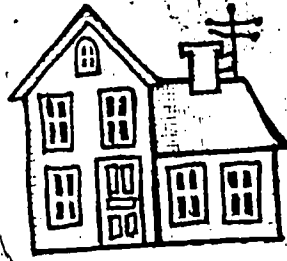
Spanish Criterion Reference Test  
Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

1. Diga: Fíjate en los dibujos que están al lado de la cuchara. Marca con X una de las cosas que es necesaria para vivir.
2. Diga: Fíjate en los dibujos que están al lado de la flor. Marca con X una de las cosas que es necesaria para vivir.
3. Diga: Fíjate en los dibujos que están al lado de las uvas. Marca con X una de las cosas que es necesaria para vivir.
4. Diga: Fíjate en los dibujos que están al lado del vaso. Marca con X una de las cosas que es necesaria para vivir.
5. Diga: Fíjate en los dibujos que están al lado de la vela. Marca con X una de las cosas que es necesaria para vivir.





Spanish Criterion Reference Test  
Multicultural Social Studies

Número \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Léale las preguntas al estudiante. Marque  T en la página de respuestas para cada respuesta correcta y  F para cada incorrecta.

Diga: Escucha cada pregunta y dime tu respuesta. (Sí o No)

1. ¿Son las personas que tienen que usar lentes más listas que las personas que no tienen que usar lentes?
2. ¿Puede la gente morena correr más rápido que la gente blanca?
3. ¿Son todas las mujeres mejores cocineras que los hombres?
4. ¿Puede la persona con orejas chiquitas oír tan bien como la persona con orejas grandes?
5. ¿Dibujan todas las niñas mejor que los niños?

the student will recognize that having different physical characteristics does not affect human potential. (criterion: 4)

Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Léale cada ítem al estudiante. Marque  para cada respuesta correcta en la página de respuestas y  para cada incorrecta.

Diga: Lee en silencio los nombres de los ayudantes de la comunidad mientras que yo los leo en voz alta. Fíjate en la lista que nombra las cosas en que el ayudante de la comunidad nos puede ayudar. Subraya la oración que indica lo que hace el ayudante de la comunidad.

Diga: 1. el dentista

- A cuida los dientes
- B vende comestibles
- C cuida los ojos

Diga: 2. el basurero

- A cuida la ropa
- B vende muebles
- C ayuda con la limpieza de la comunidad

Diga: 3. el cartero

- A entrega la leche
- B limpia las calles
- C entrega el correo

Diga: 4. la maestra

- A compra tu ropa
- B te ayuda a aprender
- C limpia tu casa

Given a community helper, the student will identify the human need the helper satisfies. (criterion: 4)

Spanish  
Criterion Reference Test  
Multicultural Social Studies

Diga: 5. la enfermera

- (A) mantiene tu salud
- (B) te vende la ropa
- (C) cuida tu jardín

Given an outline of the United States, the student will identify it as such.

Spanish  
Criterion Reference Test  
Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Diga: Fíjate en los mapas. Marca con X el mapa de los Estados Unidos.



characteristics, the student will differentiate between those which apply to all humans and those which apply to only a few. (criterion: 4)

Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Léale las preguntas al estudiante. Marque **T** en la página de respuestas para cada respuesta correct y **F** para cada incorrecta.

Diga: Escucha cada pregunta y dime tu respuesta.  
(Sí o No)

1. ¿Aprenden todos los niños del mundo a jugar al béisbol?
2. ¿Tienen todos los niños del mundo un árbol de Navidad?
3. ¿Hablan todos los niños del mundo un idioma?
4. ¿Viven todos los niños del mundo en una casa?
5. ¿Necesitan cariño todos los niños del mundo?

Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Diga: Lee los nombres de los siguientes heroes en silencio, mientras que yo los leo en voz alta.

Marca el espacio en la página de respuestas que indica el país de este héroe.

1. Benito Juárez

(A) Estados Unidos

(B) Puerto Rico

(C) México

(D) Colombia

2. Thomas Jefferson

(A) Estados Unidos

(B) Puerto Rico

(C) México

(D) Brazil

3. José Martí

(A) Estados Unidos

(B) Cuba

(C) Puerto Rico

(D) Colombia

4. Abraham Lincoln

(A) Colombia

(B) Venezuela

(C) Portugal

(D) Estados Unidos

5. Los Niños Héroes

(A) Perú

(B) Uruguay

(C) México

(D) Chile

heroines, the student will match them with their countries. (criterion: 4)

Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Pídale al estudiante, que haga una clave usando 3 símbolos y sus significados para el mapa físico.

Marque el espacio  al lado del item 1 en la página de respuestas si la clave está correcta y  si está incorrecta.

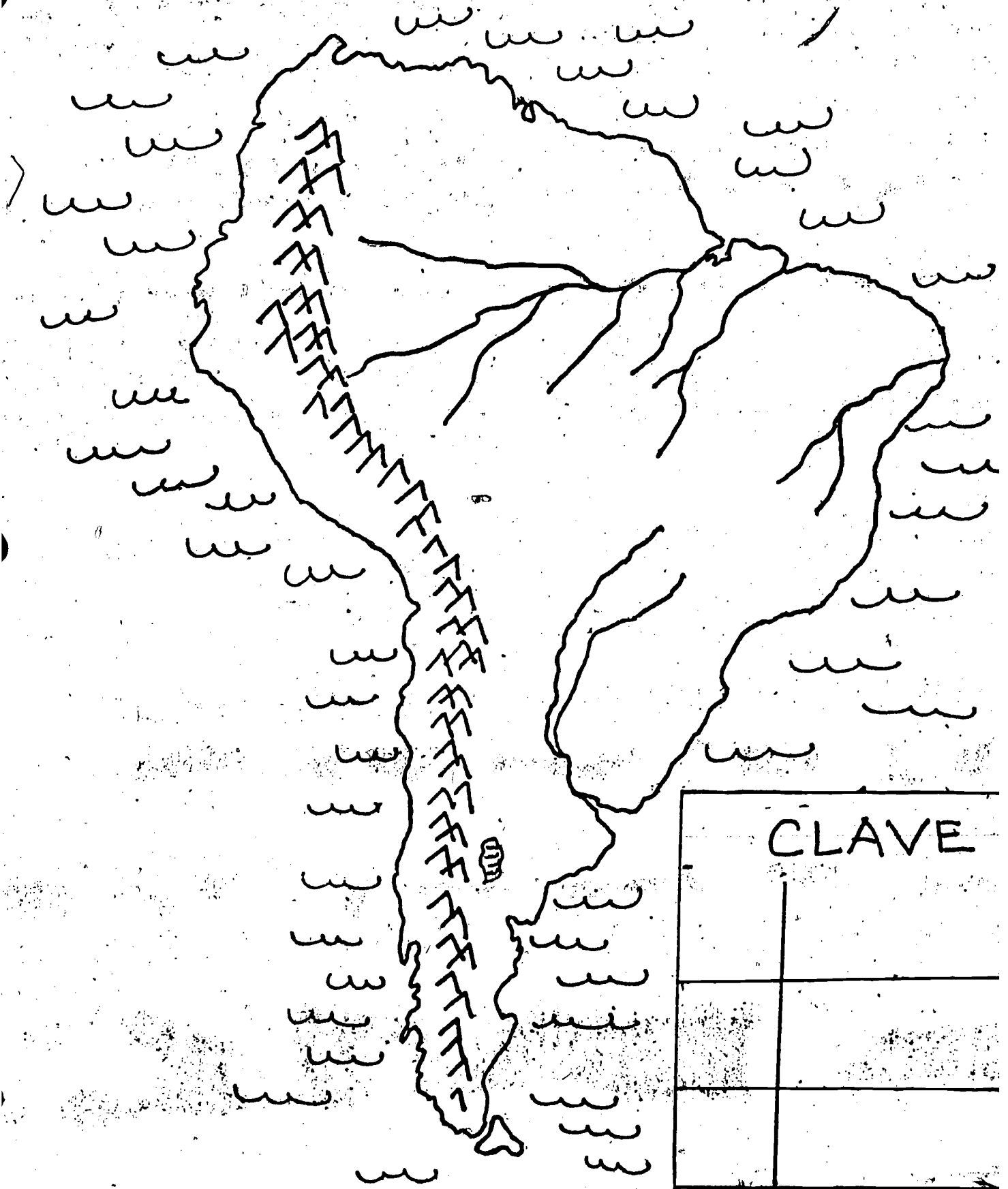
Diga: Fíjate en el mapa y los detalles físicos. Haz una clave usando 3 símbolos y sus significados.

Given a map with symbols, the student will make an appropriate legend.



English Criterion Reference Test

Multicultural Social Studies



CLAVE


Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Pídale al estudiante que lea los detalles físicos y que identifique el clima que está descrito.

Diga: Lee los detalles físicos en silencio mientras que yo los leo en voz alta.

Marca el espacio que indica el clima que está descrito.

1. caluroso, seco y arenoso

- |   |                                   |
|---|-----------------------------------|
| <input type="radio"/> A bosque tropical | <input type="radio"/> C ártico    |
| <input type="radio"/> B templado        | <input type="radio"/> D desierto. |

2. caluroso, lluvioso y muchas plantas

- |   |                                  |
|---|----------------------------------|
| <input type="radio"/> A bosque tropical | <input type="radio"/> C ártico   |
| <input type="radio"/> B templado        | <input type="radio"/> D desierto |

3. frío, mucha nieve y sin plantas

- |   |                                  |
|---|----------------------------------|
| <input type="radio"/> A bosque tropical | <input type="radio"/> C ártico   |
| <input type="radio"/> B templado        | <input type="radio"/> D desierto |

4. veranos calurosos e inviernos fríos, algo de lluvia y muchas plantas.

- |   |                                  |
|---|----------------------------------|
| <input type="radio"/> A bosque tropical | <input type="radio"/> C ártico   |
| <input type="radio"/> B templado        | <input type="radio"/> D desierto |

5. caluroso, seco y muchos cactus

- |   |                                  |
|---|----------------------------------|
| <input type="radio"/> A bosque tropical | <input type="radio"/> C ártico   |
| <input type="radio"/> B templado        | <input type="radio"/> D desierto |

Spanish

Criterion Reference Test

Multicultural Social Studies

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Diga: Lee las siguientes preguntas en silencio, mientras que yo las leo en voz alta.

Marca el espacio en la página de respuestas que indica la respuesta correcta. Marca  para (SI) y  para (NO).

1. ¿Trabajan en oficinas algunos mexicanos?
2. ¿Viven en apartamentos algunas personas de Africa?
3. ¿Viven en ciudades grandes algunos indios de America del Norte?
4. ¿Celebran la Navidad algunos chinos?
5. ¿Hablan español todos los americanos?

cultural groups, the student will recognize that some human activities are not limited to a single cultural group. (criterion: 4)

Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Diga: Fíjate en las siguientes preguntas.

Marca el espacio en la página de respuestas que indica la respuesta correcta.

1. ¿En qué parte del estado está San Diego?

- A en el norte                       C en el este  
 B en el sur                               D en el oeste

2. ¿En qué parte del estado está el Mt. Shasta?

- A en el norte                       C en el este  
 B en el sur                               D en el oeste

3. ¿En qué parte del estado está el Yosemite National Park?

- A en el norte                       C en el este  
 B en el sur                               D en el oeste

4. ¿En qué dirección se viaja para ir de Eureka a Los Angeles?

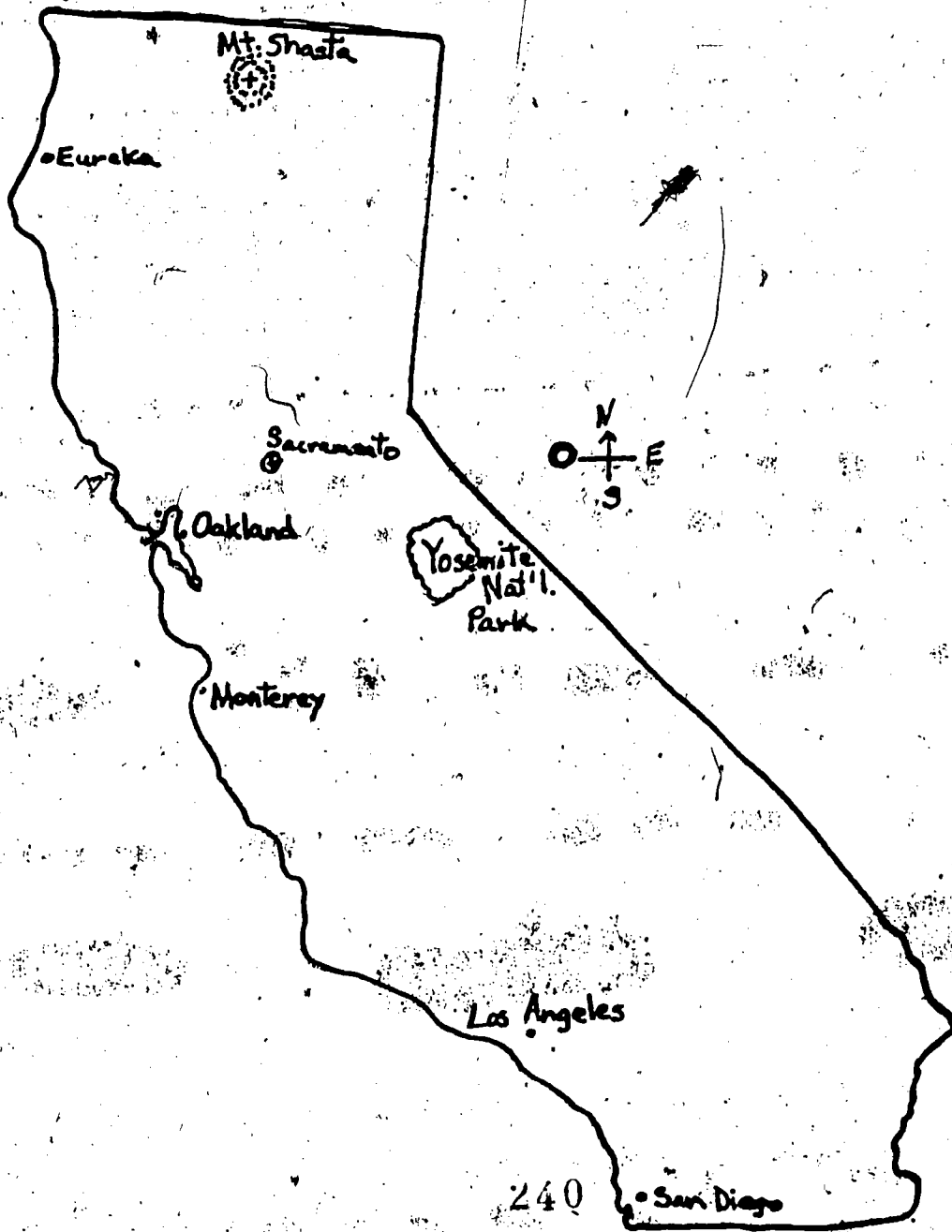
- A al norte                               C al este  
 B al sur                                       D al oeste

5. ¿En qué dirección se viaja para ir de Yosemite a Monterey?

- A al norte                               C al este  
 B al sur                                       D al oeste

answer questions related to the points of the compass. (criterion: 4)

Spanish Criterion Reference Test  
Multicultural Social Studies



Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Lee las siguientes oraciones incompletas.

Marca el espacio en la página de respuestas que indica la forma terrestre que completa la oración.

1. El ejemplo más grande de formas terrestres en este mapa físico es:

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| <input type="radio"/> A unas montañas | <input type="radio"/> C una isla      |
| <input type="radio"/> B una península | <input type="radio"/> D un continente |

2. El área indicado con un número 1 es \_\_\_\_\_

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="radio"/> A unas montañas | <input type="radio"/> C una isla |
| <input type="radio"/> B una península | <input type="radio"/> D un istmo |

3. El área indicado con un número 2 es \_\_\_\_\_

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="radio"/> A unas montañas | <input type="radio"/> C una isla |
| <input type="radio"/> B una península | <input type="radio"/> D un istmo |

4. El área indicado con el número 3 es \_\_\_\_\_

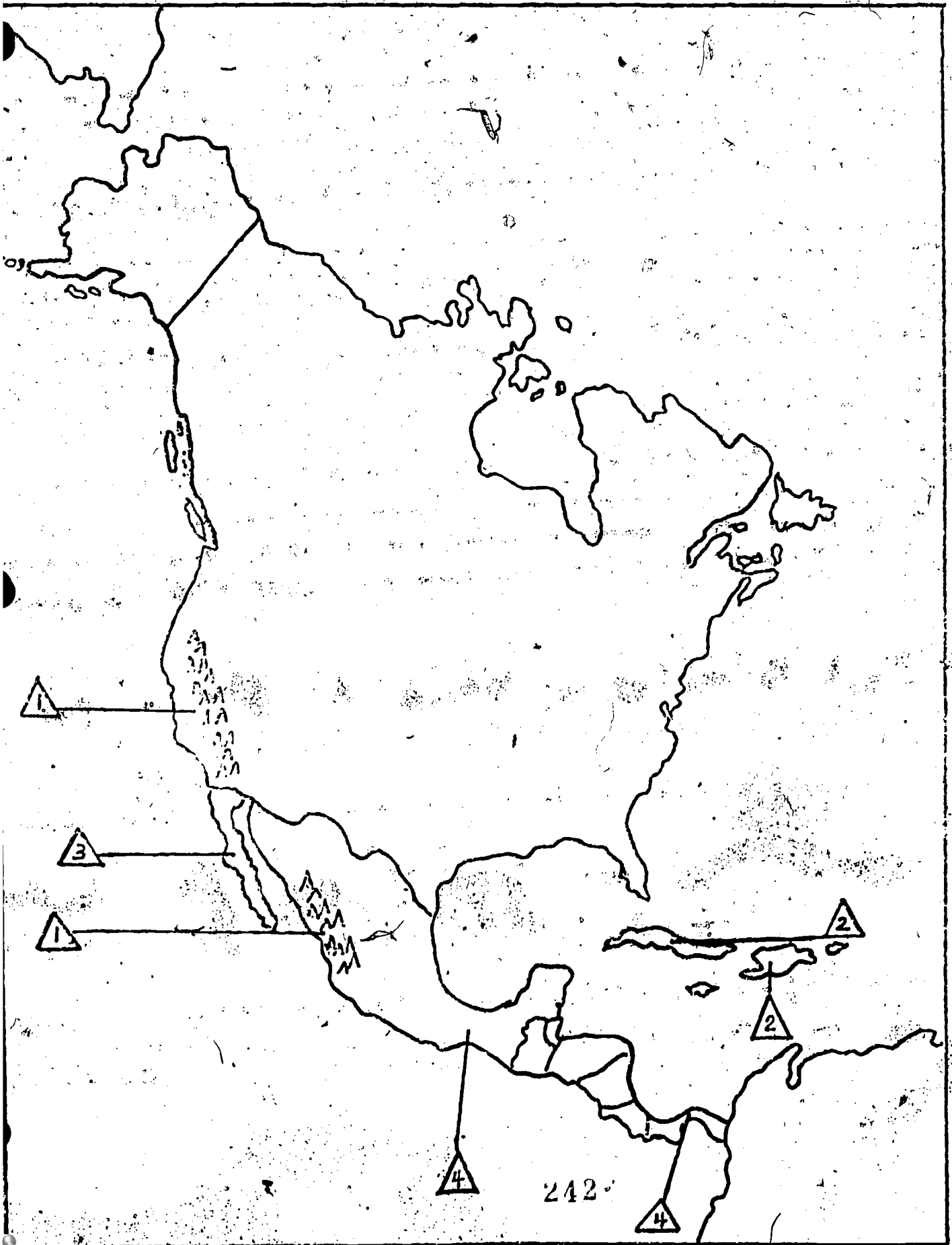
- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="radio"/> A unas montañas | <input type="radio"/> C una isla |
| <input type="radio"/> B una península | <input type="radio"/> D un istmo |

5. El área indicado con el número 4 es \_\_\_\_\_

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="radio"/> A unas montañas | <input type="radio"/> C una isla |
| <input type="radio"/> B una península | <input type="radio"/> D un istmo |

Identify major physical land forms. (island, continent, mountains, peninsula, isthmus) (criterion: 4)

Multicultural Social Studies



Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Fíjate en el mapa, la escala, y la clave. Lee las siguientes preguntas.

Marca el espacio en la página de respuestas que indica la respuesta correcta.

1. ¿A qué distancia queda Santa Bárbara de Santa María?

(A) 50 millas

(C) 25 millas

(B) 100 millas

(D) 200 millas

2. ¿A qué distancia queda San José de Bakersfield?

(A) 50 millas

(C) 200 millas

(B) 100 millas

(D) 250 millas

3. El símbolo que se usa para una capital es:

(A) 

(C) 

(B) 

(D) 

4. El símbolo que se usa para un lago es:

(A) 

(C) 

(B) 

(D) 

5. La costa de California es cómo \_\_\_\_\_ de largo.

(A) 300 millas

(C) 650 millas

(B) 500 millas

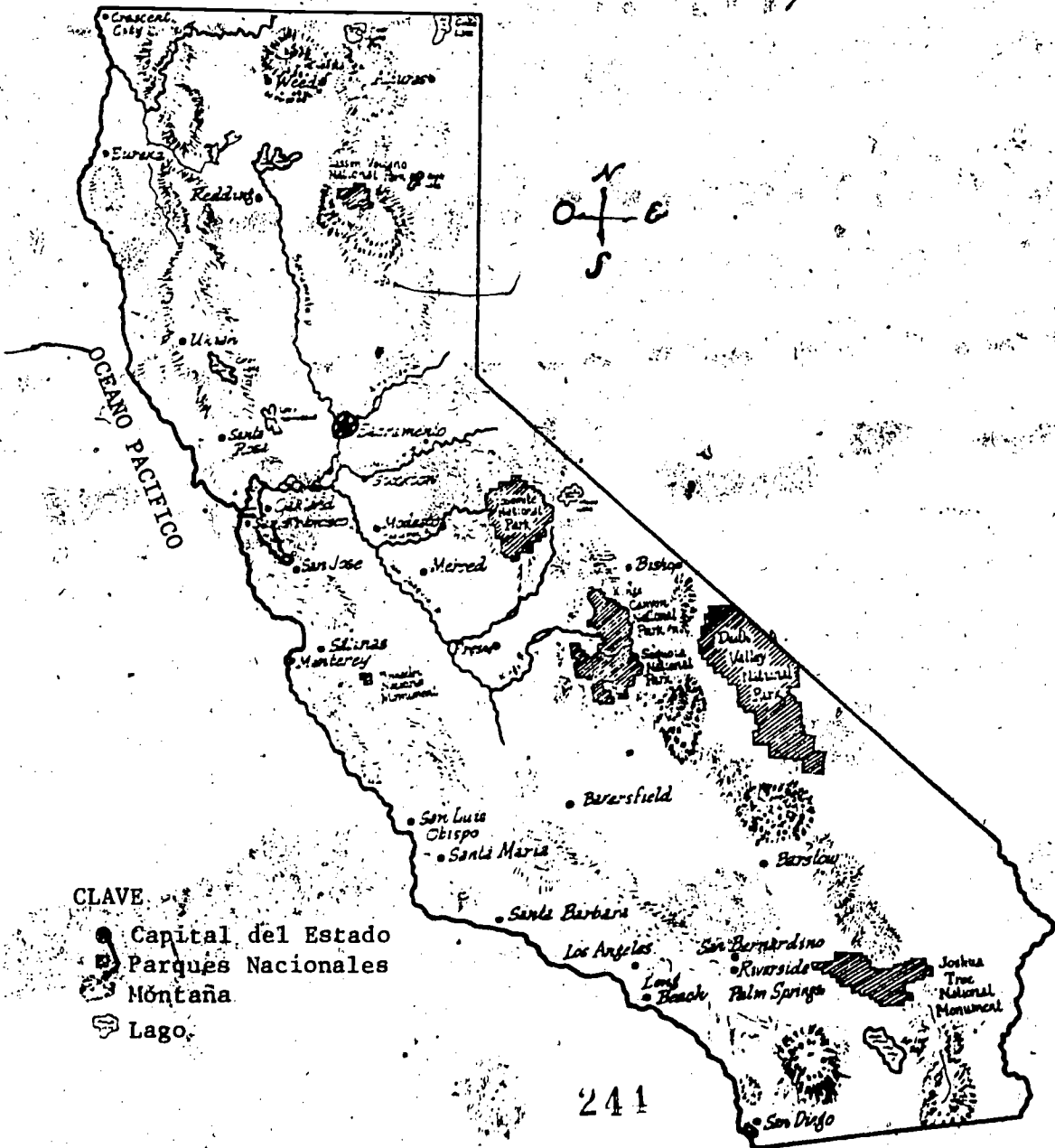
(D) 800 millas



Spanish Criterion Reference Test  
Multicultural Social Studies

Estado de California

1.00 Millas



- CLAVE
- Capital del Estado
  - ▨ Parques Nacionales
  - ⌄ Montaña
  - ☪ Lago

Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Lee las siguientes oraciones incompletas. Escoge la mayor causa de migración.

Marca el espacio que indica la respuesta correcta en la página de respuestas.

1. Una de las causas de la migración humana es la necesidad de

- (A) las mejores carreteras
- (B) la libertad religiosa
- (C) los nuevos amigos

2. Una de las causas de la migración humana es la búsqueda de

- (A) la ropa nueva
- (B) las riquezas
- (C) montañas

3. Una de las causas de la migración humana es la búsqueda de

- (A) comida
- (B) mejores carreteras
- (C) música

4. Una de las causas de la migración humana es el deseo de tener

- (A) amigos nuevos
- (B) libertad política
- (C) campos de maíz

5. Una de las causas de la migración humana es la búsqueda de

- (A) ropa
- (B) amigos
- (C) agua

00 J. 101  
Given a map of the U.S., the student will identify those states along a given route. (criterion: 4)

Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Fíjate en el mapa.

Marca el espacio en la página de respuestas que indica el nombre del estado que esta por el camino indicado.

1. El camino pasa por

(A) Idaho

(B) Utah

(C) Texas

(D) Ohio

2. El camino pasa por

(A) Kansas

(B) Arkansas

(C) Iowa

(D) North Dakota

3. El camino pasa por

(A) Mississippi

(B) Oregon

(C) Georgia

(D) Illinois

4. El camino pasa por

(A) Nebraska

(B) Kentucky

(C) Colorado

(D) Montana

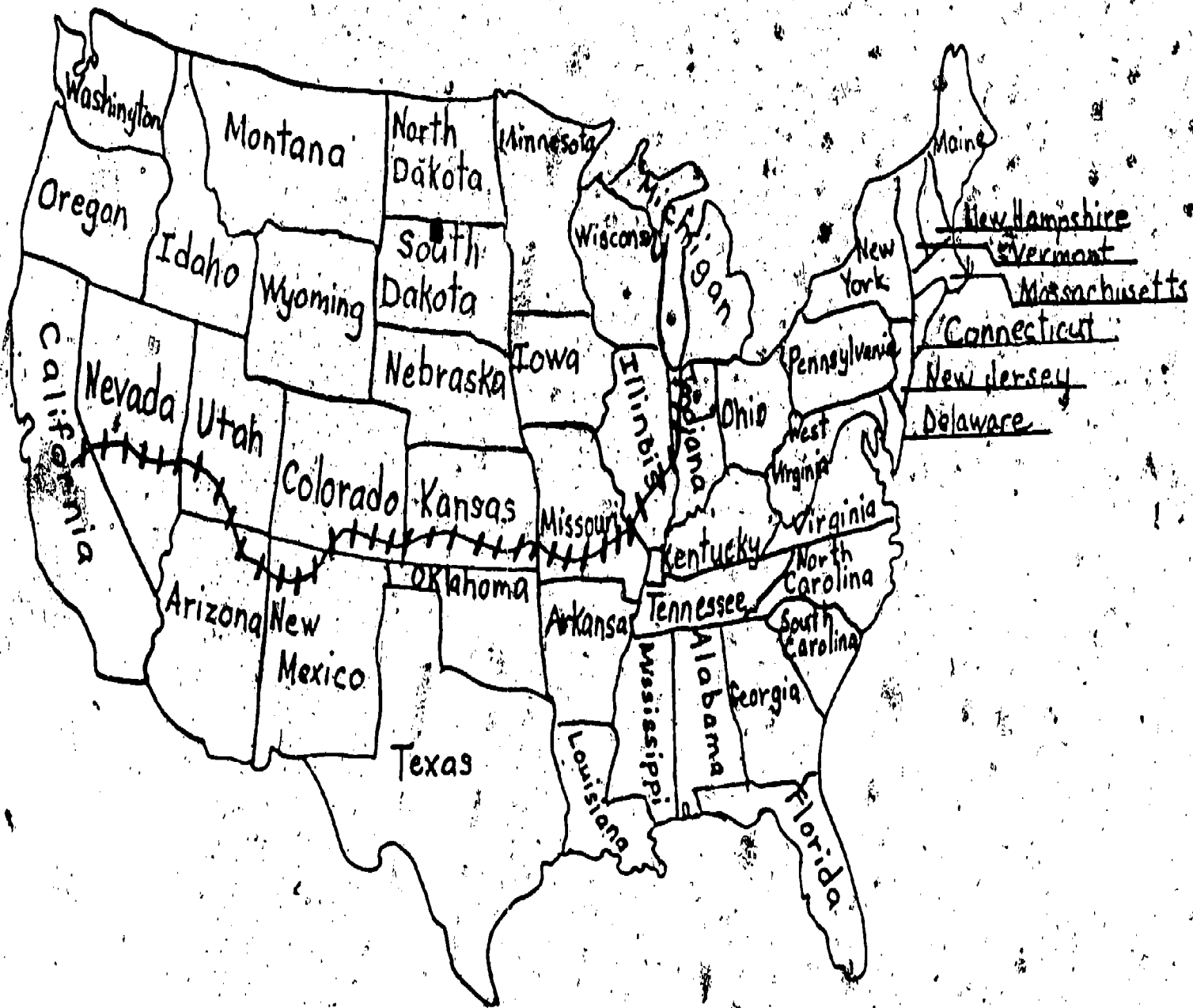
5. El camino pasa por

(A) Louisiana

(B) Arizona

(C) Florida

(D) Wyoming



Given a description of an historical occurrence, the student will arrange the events in chronological order.  
(criterion: 4)

Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Diga: Lee el cuento en silencio, mientras que yo lo leo en voz alta.

La Esclavitud

La esclavitud fué uno de los mayores conflictos en los Estados Unidos desde los tiempos de Washington. En 1793, el Congreso aprobó la ley de los esclavos fugitivos. En 1808, prohibió que se importaran más esclavos. Ninguna de estas leyes despertó demasiada animosidad, ni en el norte, ni en el sur. En el norte, donde la esclavitud no producía ganancias, todos los estados habían abolido la esclavitud desde 1804. En el sur, la esclavitud continuaba. En 1820, se calculó que el sur tenía casi 500 millones de dólares en esclavos. Este conflicto entre el norte y el sur continuó hasta que brotó la guerra civil de los Estados Unidos en 1860.

Usa la información del cuento para contestar las siguientes preguntas. Marca el espacio en la página de respuestas que indica la respuesta correcta.

1. ¿Cuál fué el primer suceso?

- (A) La guerra civil comenzó.
- (B) El congreso aprobó la ley de los esclavos fugitivos.
- (C) Los estados del norte abolieron la esclavitud.
- (D) El congreso abolió la importación de esclavos.

Spanish Criterion Reference Test

Multicultural Social Studies

2. ¿Cuál fué el segundo suceso?
- (A) El congreso abolió la importación de esclavos.
  - (B) La guerra civil comenzó.
  - (C) Los estados del norte abolieron la esclavitud.
  - (D) El congreso aprobó la ley de los esclavos fugitivos.
3. ¿Cuál fué el tercer suceso?
- (A) La guerra civil comenzó.
  - (B) El sur tenía invertidos casi 500 millones de dólares en esclavos.
  - (C) Los estados del norte abolieron la esclavitud.
  - (D) El congreso abolió la importación de esclavos.
4. ¿Cuál fué el cuarto suceso?
- (A) El congreso aprobó la ley de los esclavos fugitivos.
  - (B) Los estados del norte abolieron la esclavitud.
  - (C) La guerra civil comenzó.
  - (D) El sur tenía invertidos casi 500 millones de dólares en esclavos.
5. ¿Cuál fué el quinto suceso?
- (A) La guerra civil comenzó.
  - (B) El congreso aprobó la ley de los esclavos fugitivos.
  - (C) Los estados del norte abolieron la esclavitud.
  - (D) El congreso abolió la importación de esclavos.

Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Diga: Fíjate en el mapa.

Marca el espacio que indica el nombre del país.

1. Fíjate en el número 1 en el mapa.

Es:

(A) Chile

(B) Brazil

(C) Canadá

(D) Argentina

2. Fíjate en el número 2 en el mapa.

Es:

(A) Venezuela

(B) Panamá

(C) Perú

(D) México

3. Fíjate en el número 3 en el mapa.

Es:

(A) Estados Unidos

(B) México

(C) Canadá

(D) Brazil

4. Fíjate en el número 4 en el mapa.

Es:

(A) Perú

(B) Colombia

(C) Panamá

(D) México

5. Fíjate en el número 5 en el mapa.

Es:

(A) Brazil

(B) Canadá

(C) Chile

(D) Estados Unidos

Bilingual Education - Hayward Unified School District

Given a political outline map of the Western Hemisphere, the student will recognize specific countries. (criterion: 4)





Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Diga: Fíjate en los mapas.

Marca el espacio en la página de respuestas que indica el tipo de mapa.

1. Fíjate en el mapa de Uruguay. ¿Es un mapa político o físico?

- A físico
- B político

2. Fíjate en el mapa de México. ¿Es un mapa político o físico?

- A físico
- B político

3. Fíjate en el mapa de Europa de Sur. ¿Es un mapa político o físico?

- A físico
- B político

4. Fíjate en el mapa de Bolivia. ¿Es un mapa político o físico?

- A físico
- B político

5. Fíjate en el mapa de la Argentina. ¿Es un mapa político o físico?

- A físico
- B político

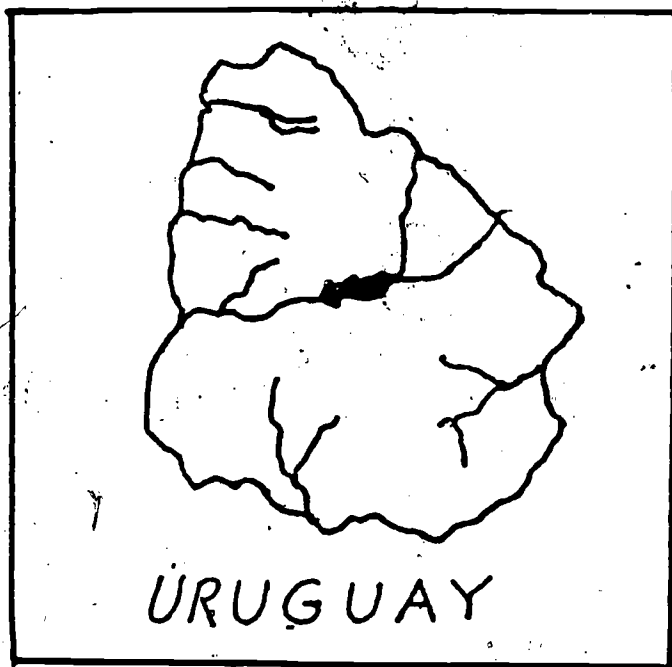
Bilingual Education - Hayward Unified School District

Given a set of maps, the student will indicate which are physical and which are political. (criterion: 4)

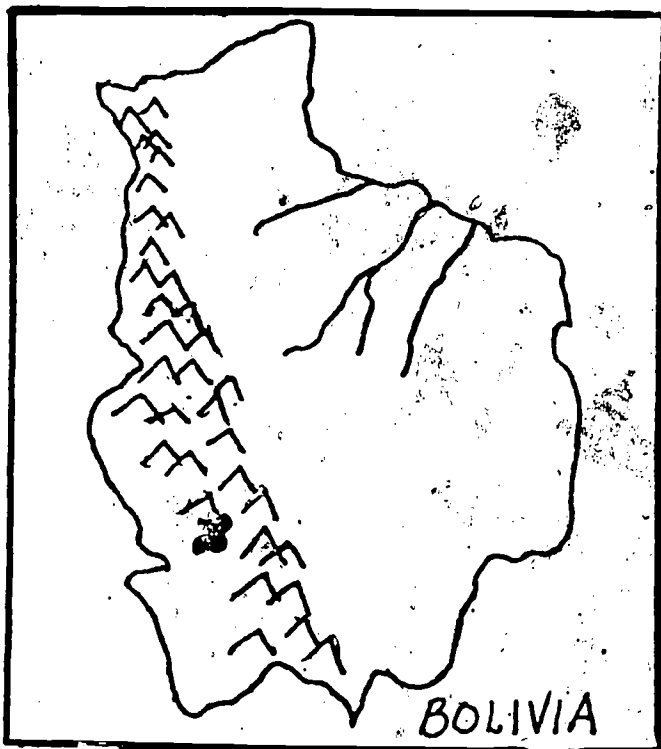
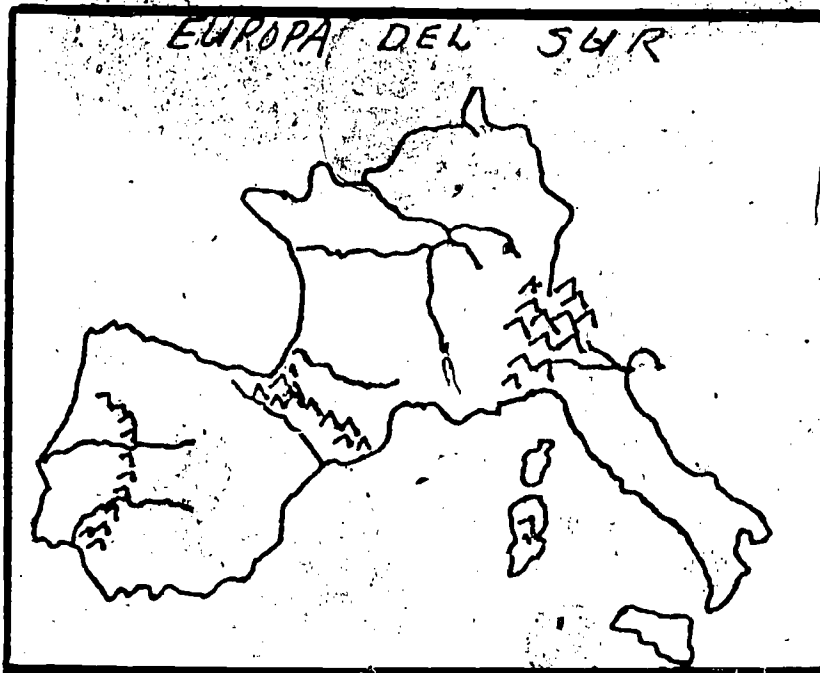
Spanish Criterion Reference Test

Multicultural Social Studies

CLAVE	
XX	MONTAÑAS
~	RÍOS
•	CIUDAD
■	LAGO
●	CAPITAL
.....	FRONTERA
—+—	FERROCARRIL



Spanish Criterion Reference Test  
Multicultural Social Studies



Spanish Criterion Reference Test

Multicultural Social Studies

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

Instrucciones:

Fíjate en el mapa.

Marca el espacio en la página de respuestas que indica el tipo de producto apropiado.

1. ¿Cual es el producto principal del oeste del río?

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="radio"/> (A) ganado | <input type="radio"/> (C) maíz   |
| <input type="radio"/> (B) madera | <input type="radio"/> (D) tabaco |

2. En el sureste de Paraguay ¿que producen?

- (A) madera, algodón y ganado
- (B) yerba maté, tabaco y madera
- (C) maíz, madera y ganado
- (D) algodón, yerba maté y maíz

3. Según el mapa ¿cuál producto no se produce al este del río?

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| <input type="radio"/> (A) madera     | <input type="radio"/> (C) maíz   |
| <input type="radio"/> (B) yerba maté | <input type="radio"/> (D) tabaco |

4. ¿Cuál parece ser el producto principal del este de Paraguay?

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <input type="radio"/> (A) algodón | <input type="radio"/> (C) yerba maté |
| <input type="radio"/> (B) ganado  | <input type="radio"/> (D) tabaco     |

5. Según el mapa, ¿cuál parece ser el producto menos importante de Paraguay?

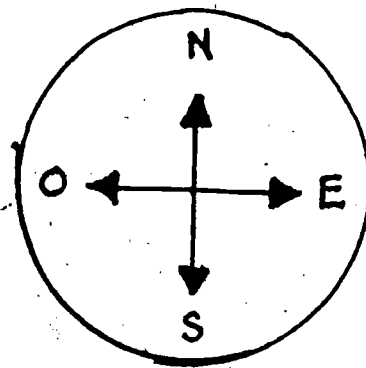
- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <input type="radio"/> (A) maíz    | <input type="radio"/> (C) tabaco |
| <input type="radio"/> (B) algodón | <input type="radio"/> (D) ganado |

Given a product map, the student will answer specific questions. (criterion: 4)

Spanish Criterion Reference Test

Multicultural Social Studies

CLAVE	
	GANADO
	MADERA
	MAÍZ
	YERBA MATÉ
	ALGODÓN
	TABACO



APPENDIX X

Kindergarten thru Sixth Grade  
Portuguese Multicultural Social Studies  
Criterion Reference Tests

Portuguese Criterion Reference Test  
Multicultural Social Studies

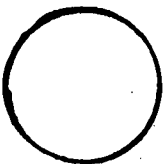
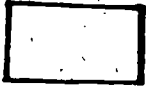
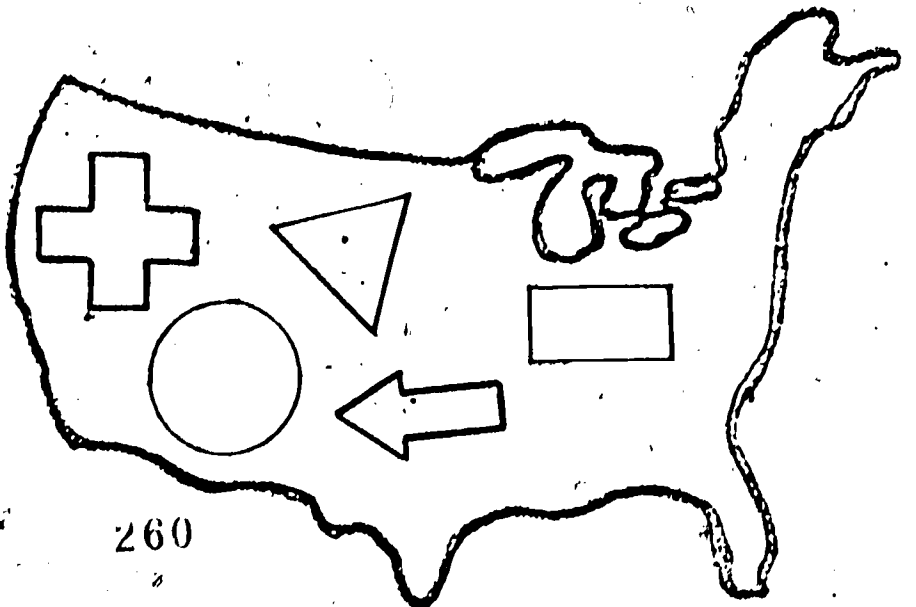
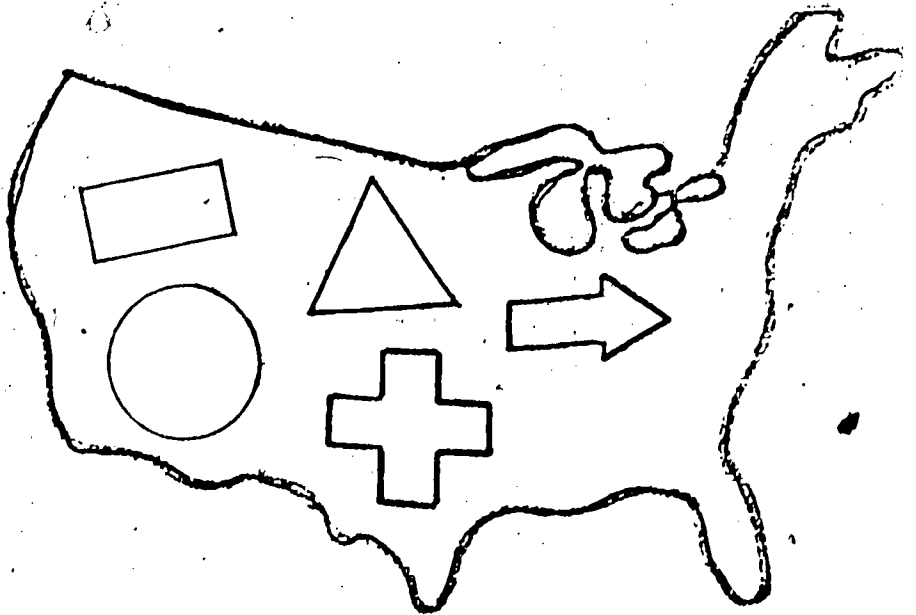
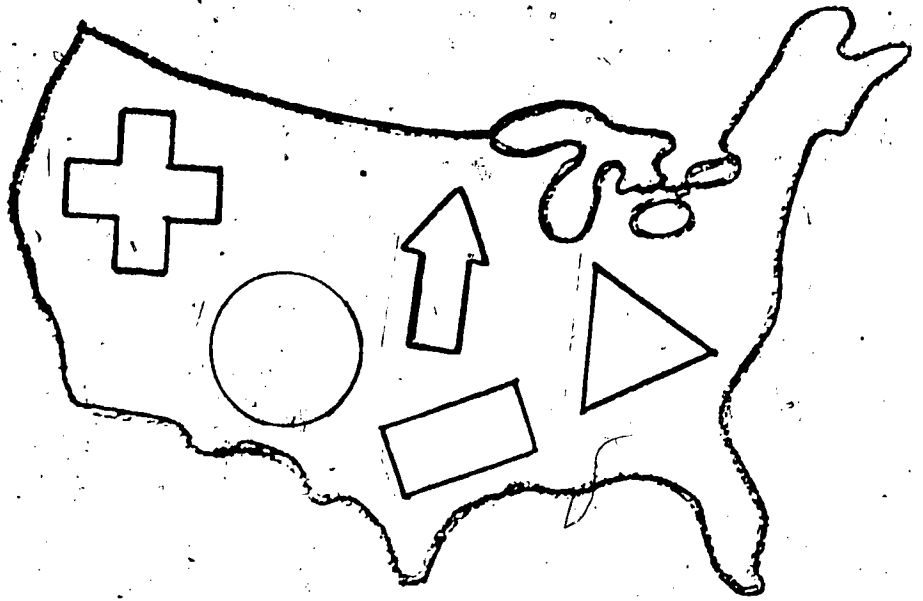
Nome \_\_\_\_\_

Data \_\_\_\_\_

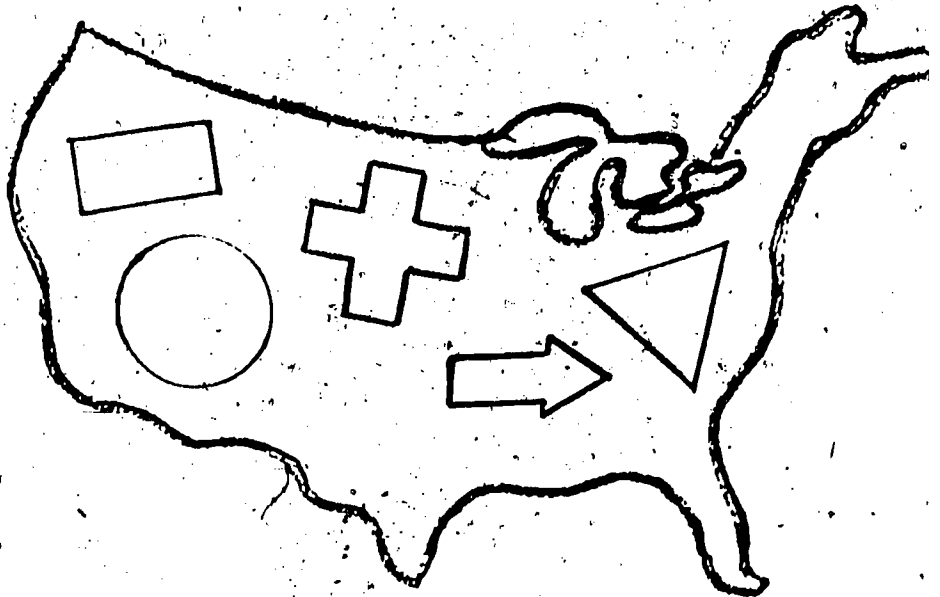
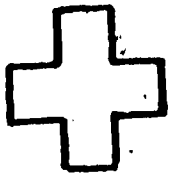
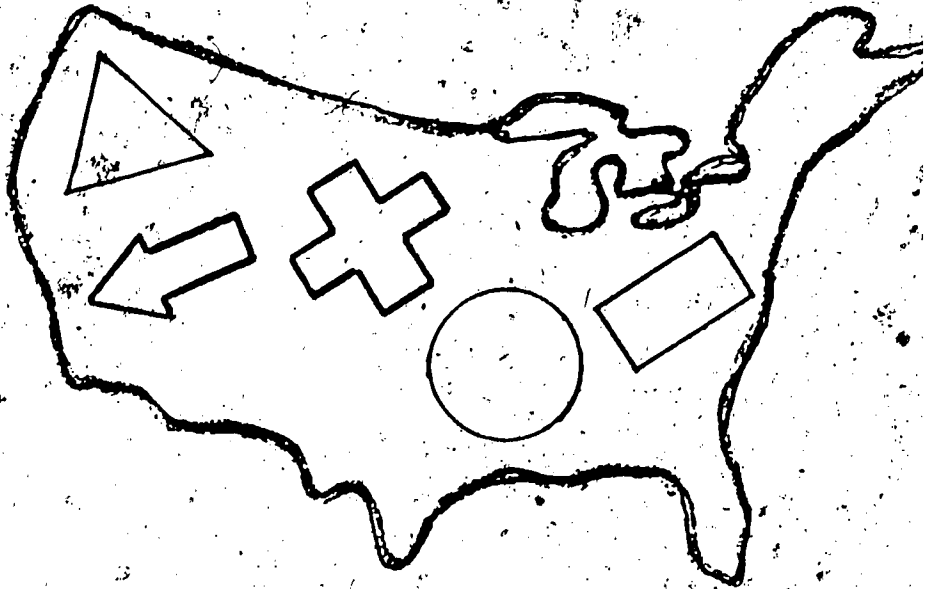
Instruções:

1. Diga: Olha para o símbolo ao lado da colher. Marca no mapa com um X o símbolo que é igual a esse.
2. Diga: Olha para o símbolo ao lado da flor. Marca no mapa com um X o símbolo que é igual a esse.
3. Diga: Olha para o símbolo ao lado das uvas. Marca no mapa com um X o símbolo que é igual a esse.
4. Diga: Olha para o símbolo ao lado do copo. Marca no mapa com um X o símbolo que é igual a esse.
5. Diga: Olha para o símbolo ao lado da vela. Marca no mapa com um X o símbolo que é igual a esse.

maps, the student will identify  
a symbol on a given map.  
(criterion: 4)







Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_


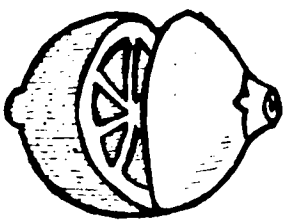

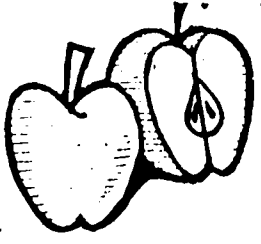

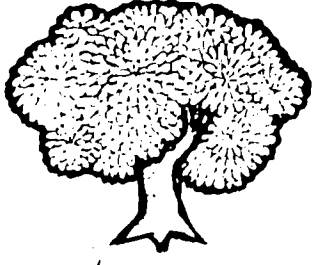
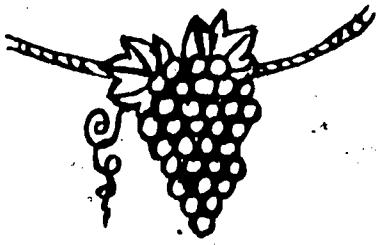


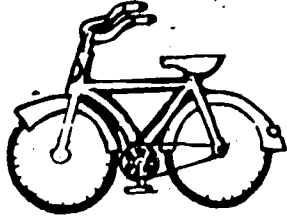





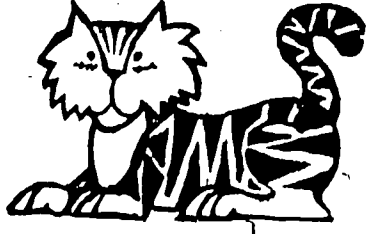

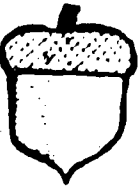

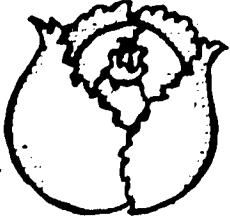
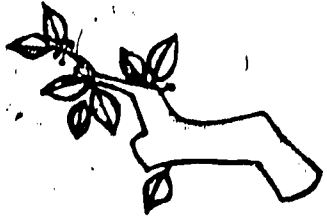
Data \_\_\_\_\_

student will mark those which depict the contributions of North American Indians to the United States. (criterion: 4)

Instruções:

1. Diga: Olha para os desenhos ao lado da colher. Marca com um X a coisa que nos deram os Índios.
2. Diga: Olha para os desenhos ao lado da flor. Marca com um X a coisa que nos deram os Índios.
3. Diga: Olha para os desenhos ao lado das uvas. Marca com um X a coisa que nos deram os Índios.
4. Diga: Olha para os desenhos ao lado do copo. Marca com um X a coisa que nos deram os Índios.
5. Diga: Olha para os desenhos ao lado da vela. Marca com um X a coisa que nos deram os Índios.

Portuguese Criterion Reference Test  
Multicultural Social Studies

Portuguese Criterion Reference Test  
Multicultural Social Studies

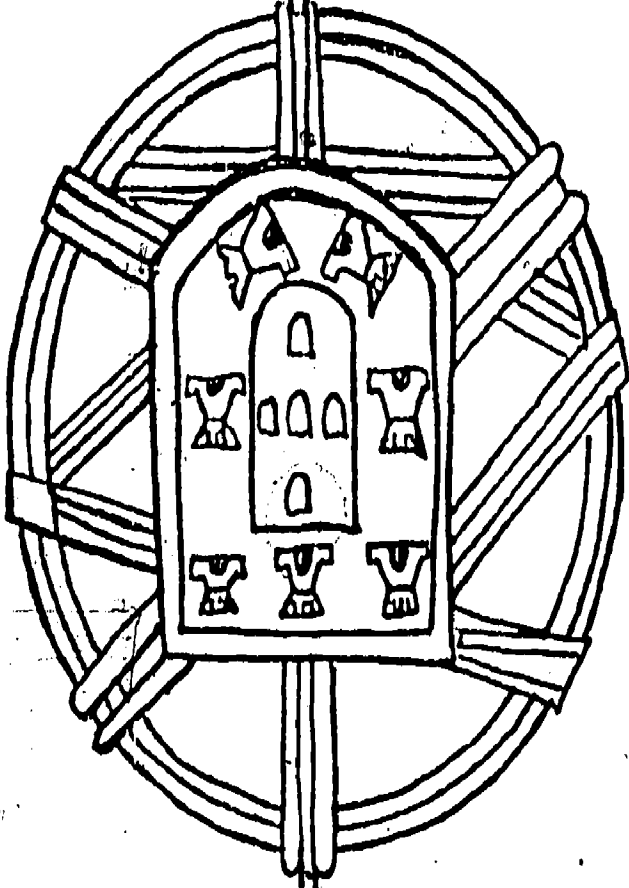
Nome \_\_\_\_\_

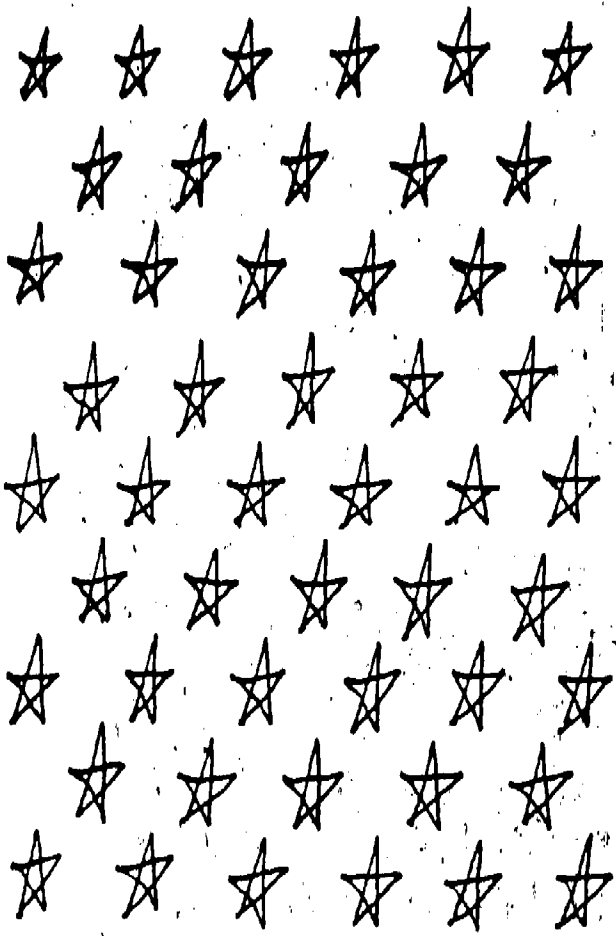
Data \_\_\_\_\_

Instruções:

Diga: Olha para as bandeiras e pinta-as como deve ser.  
Olha para os modelos das bandeiras, e pinta as tuas com  
as próprias cores.

States and Mexican or Portuguese  
flags, the student will properly  
color them.





Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Leia as perguntas ao aluno. Marque na folha de respostas  para cada resposta correcta. Marque  se a resposta não está correcta.

Diga: Escuta a cada pergunta e diz-me a tua resposta.  
(sim ou não)

1. Todas as pessoas falam a mesma língua? (não)
2. Todas as pessoas comem comidas diferentes? (sim)
3. Todas as pessoas à volta do mundo vivem em casas iguais? (não)
4. Todas as pessoas vestem as mesmas roupas? (não)
5. Todas as pessoas têm algum tipo de família? (sim)

SS 1.101

Given a legend and a set of maps,  
the student will identify a symbol  
on a given map.  
(Criterion: 4)

Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Marque  na página das respostas para cada resposta correcta  
e  para cada resposta incorrecta.

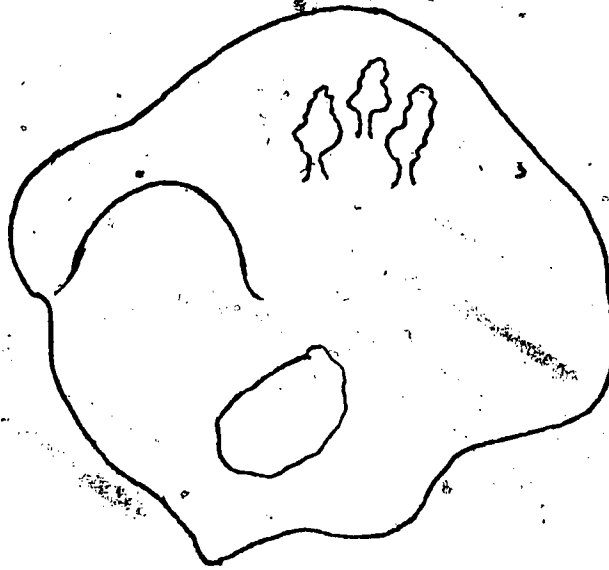
Diga: Olha para os símbolos da chave.

1. Diga: Olha para o mapa número um. Marca com X o símbolo que representa a colina.
2. Diga: Olha para o mapa número dois. Marca com X o símbolo que representa o lago.
3. Diga: Olha para o mapa número três. Marca com X o símbolo que representa o parque.
4. Diga: Olha para o mapa número quatro. Marca com X o símbolo que representa a escola.
5. Diga: Olha para o mapa número cinco. Marca com X o símbolo que representa a cidade.

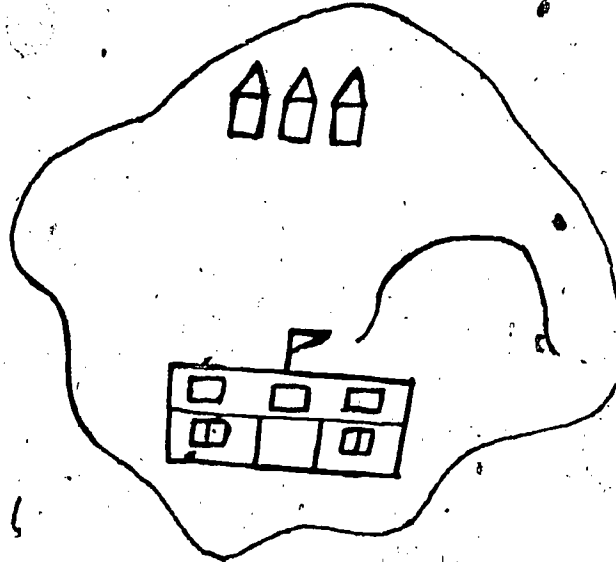
269



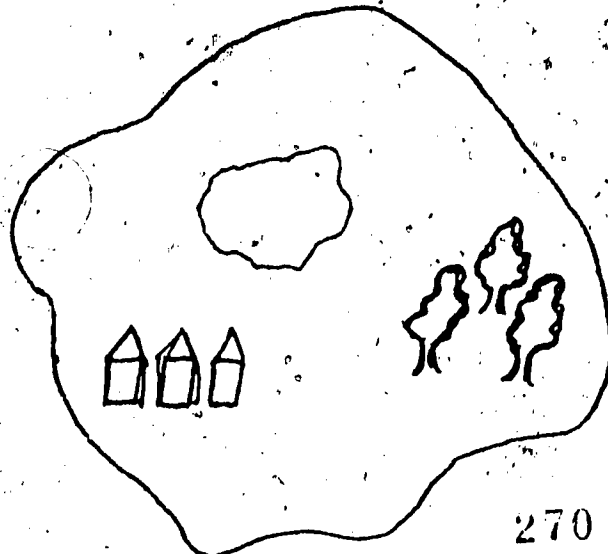
3.

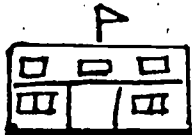






4.



5.

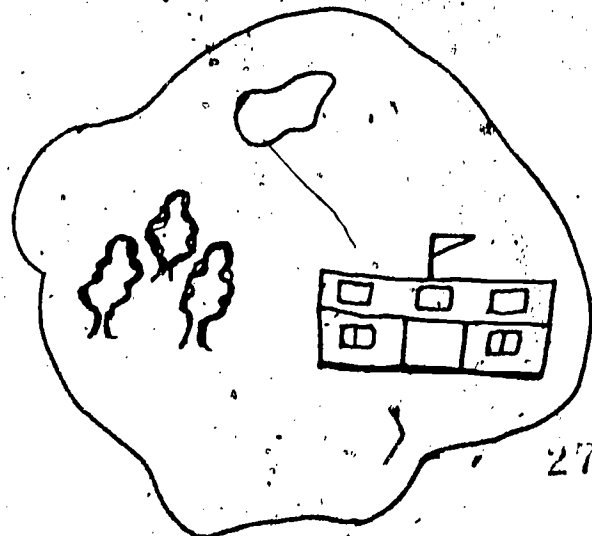


	a escola
	a colina
	o lago
	a cidade
	o parque

1



2



Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

1. Diga: Quem foi o primeiro presidente dos Estados Unidos?  
Escreve o número 1 na linha ao lado da gravura  
dessa pessoa.
2. Diga: Quem foi a pessoa que preparou os navegadores  
Portugueses para explorar a volta do mundo?  
Escreve o número 2 na linha ao lado da gravura  
dessa pessoa.
3. Diga: Quem foi que lutou pelos direitos dos Negros da  
América?  
Escreve o número 3 na linha ao lado da gravura  
dessa pessoa.
4. Diga: Quem foi a pessoa que ajudou os pobres em Portugal?  
Escreve o número 4 na linha ao lado da gravura  
dessa pessoa.
5. Diga: Quem foi a pessoa que deu a liberdade aos escravos  
dos Estados Unidos?  
Escreve o número 5 na linha ao lado da gravura  
dessa pessoa.



Portuguese Criterion Reference Test  
Multicultural Social Studies

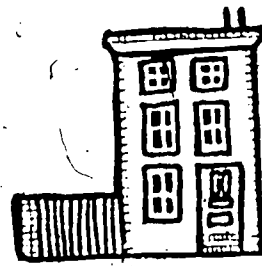
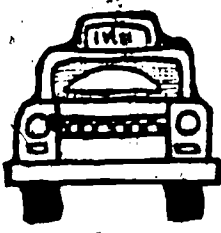
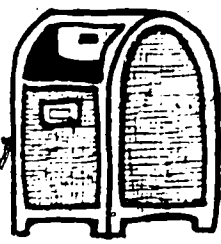
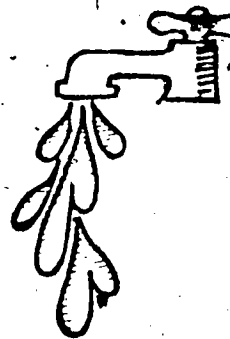
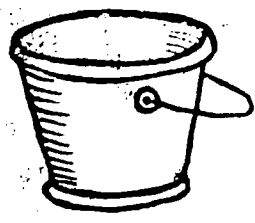
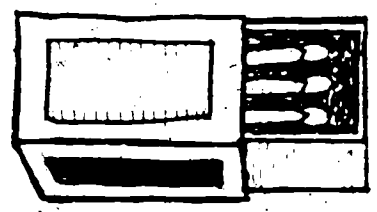
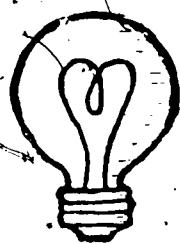
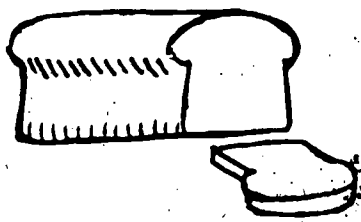
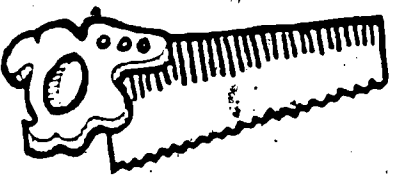
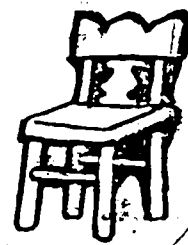
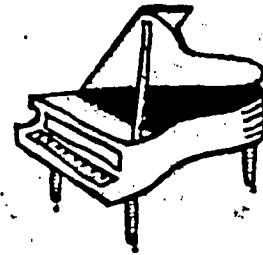
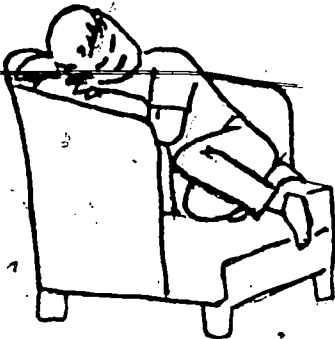
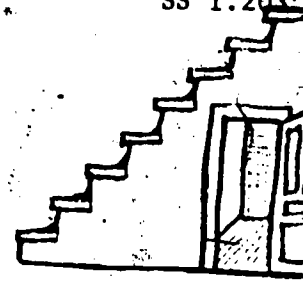
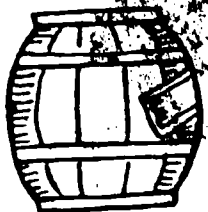
Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

1. Diga: Olha para as gravuras ao lado da colher. Marca com um X uma das coisas que é necessária para viver.
2. Diga: Olha para as gravuras ao lado da flor. Marca com um X uma das coisas que é necessária para viver.
3. Diga: Olha para as gravuras ao lado das uvas. Marca com um X uma das coisas que é necessária para viver.
4. Diga: Olha para as gravuras ao lado do copo. Marca com um X uma das coisas que é necessária para viver.
5. Diga: Olha para as gravuras ao lado da vela. Marca com um X uma das coisas que é necessária para viver.

Given a set of pictures, the student will identify those which depict the basic human needs. (criterion: 4)



Portuguese Criterion Reference Test  
Multicultural Social Studies

Given questions about human physical characteristics, the student will recognize that having different physical characteristics does not affect human potential.  
(criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Leia as perguntas ao aluno. Marque na folha de respostas  para cada resposta correcta. Marque  se a resposta não está correcta.

1. As pessoas que precisam de usar as que oculos são mais intelegentes do que não usam oculos? (não)
2. As pessoas de pele escura podem correr mais depressa do que as pessoas com a pele clara?
3. As mulheres são melhores cozinheiras do que os homens?
4. As pessoas com orelhas pequenos ouvem tao bem como as pessoas com orelhas grandes? (sim)
5. Meninas desenham melhor que os meninos?

Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Leia cada "item" ao aluno. Marque **(T)** na folha das repostas para cada resposta correcta e **(F)** para cada resposta errada.

Diga: Lê em silêncio os nomes dos assistentes comunitários ao mesmo tempo que eu os leio em voz alta. Olha para lista de coisas que o assistente comunitário poderá fazer para teu bem. Sublinha a frase que indica o que o assistente comunitário faz.

1. O Dentista

A. Cuida dos teus dentes.

B. Vende mercearias.

C. Cuida dos teus olhos.

2. O Homen do lixo.

A. Cuida da roupa.

B. Vende móveis.

C. Ajuda na limpeza de cidade.

3. O Carteiro

A. Traz o leite.

B. Limpa as ruas.

C. Entrega as cartas.

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Portuguese Criterion Reference Test  
Multicultural Social Studies

4. A Professor (a)

A. Compra a tua roupa.

B. Ajuda a aprender.

C. Limpa a tua casa.

5. A Enfermeira

A. Trata da tua saúde.

B. Vende a tua roupa.

C. Cuida do teu jardim.

Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

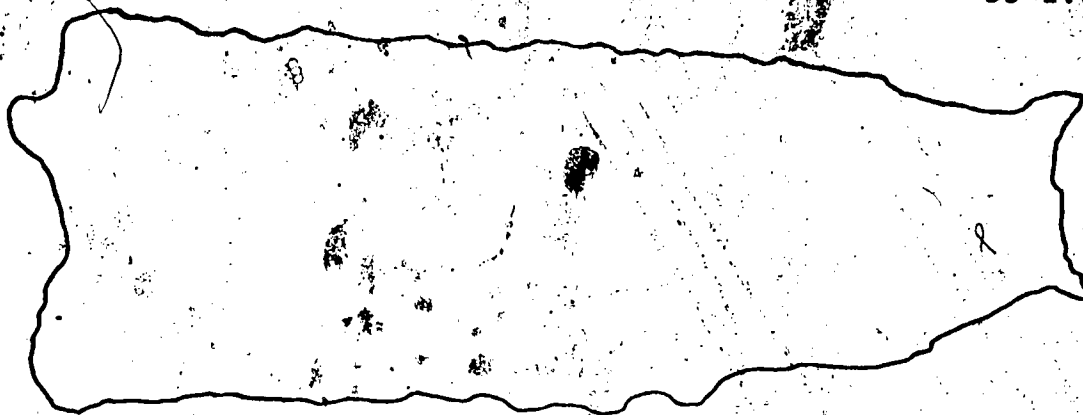
Data \_\_\_\_\_

Instruções:

Olha para os mapas. Marca com um X o mapa que representa os Estados Unidos.

SS 2.102  
Given an outline of the United States, the student will identify it as such.

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Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Leia as perguntas ao estudante. Marque  T na folha das respostas para cada resposta correcta,  F para cada errada.

Diga: Escuta cada pergunta e responde-me (sim ou não).

1. Todos os meninos do mundo aprendem a jogar basebol?
2. Todos meninos do mundo têm uma árvore de Natal?
3. Todos os meninos do mundo falam uma lingua?
4. Todos os ~~meninos~~ do mundo vivem numa casa?
5. Todos os ~~os~~ meninos do mundo necessitam de carinho?

Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Diga: Lê em silêncio dos seguintes heróis enquanto eu leio em voz alta. Marca o espaço na folha de repostas que indica o país de onde são os heróis.

1. Infante D. Henrique

A. Estados Unidos

B. Espanha

C. Portugal

D. Mexico

2. Thomas Jefferson

A. Estados Unidos

B. Espanha

C. Portugal

D. Brazil

3. Rainha Isabela

A. Estados Unidos

B. Portugal

C. Puerto Rico

D. Colombia

4. Abraham Lincoln

A. Colombia

B. Venezuela

C. Mexico

D. Estados Unidos

5. D. Afonso Henriques

A. Espanha

B. Itália

C. Portugal

D. Chile

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SS 3.101  
Given a list of heroes and heroines,  
the student will match them with  
their countries.  
(Criterion: 4)

Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Peça ao estudante para fazer um quadro com a descrição dos símbolos para um mapa físico, usando 3 símbolos e dando os seus significados. Marque o espaço (T) ao lado do número 1, na folha de respostas se a descrição dos símbolos estiver correcta e (F) se estiver incorrecta.

Diga:

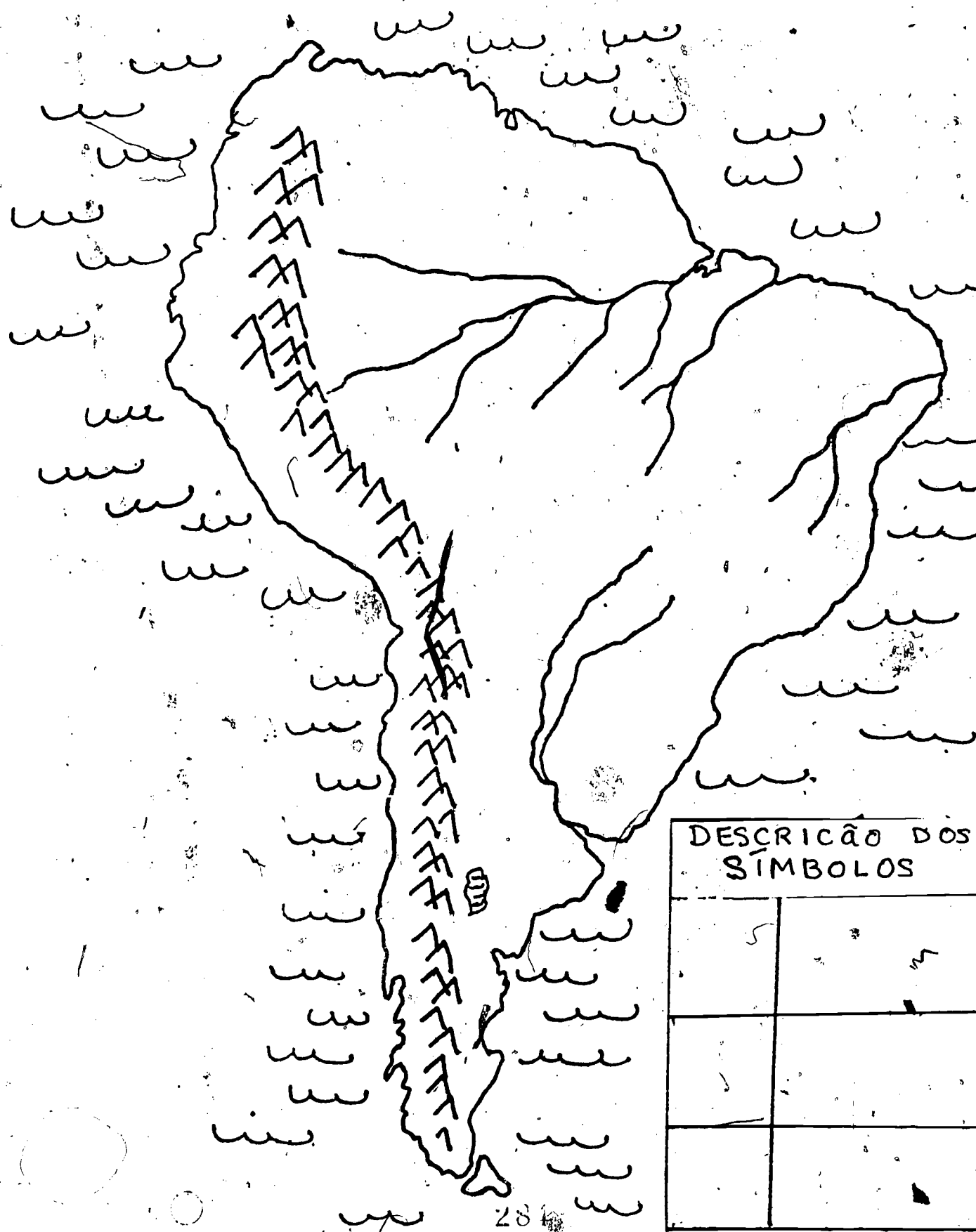
Olha para o mapa e para os seus aspectos físicos. Faz um quadro com a descrição dos símbolos para este mapa, usando 3 símbolos e dando os seus significados.

SS 3.102

Given a map with symbols, the student will make an appropriate legend.

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Portuguese Criterion Reference Test  
Multicultural Social Studies



Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Peça ao estudante para ler as seguintes características físicas e identificar cada um dos climas descritos.

Diga:

Lê em silêncio as seguintes características físicas ao mesmo tempo que eu as leio em voz alta. Marca o espaço que indica cada um dos climas descritos.

1. quente, seco e arenoso

A. floresta tropical

C. temperado

B. ártico

D. deserto

2. quente, climoso com densa vegetação

A. floresta tropical

C. temperado

B. ártico

D. deserto

3. frígido, com muita neve e sem vegetação

A. floresta tropical

C. temperado

B. ártico

D. deserto

4. quente no verão, frio no inverno, com alguma clima e vegetação variada

A. floresta tropical

C. temperado

B. ártico

D. deserto

5. quente, seco com vegetação de cactos

A. floresta tropical

C. temperado

B. ártico

D. deserto

285



Portuguese Criterion Reference Test

Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Lê as perguntas seguintes silenciosamente, enquanto en as leio em voz alta. Marca o espaço que indica a resposta correcta na folha das resposta. Marca  para Sim e  para Não.

1. Algumas pessoas trabalham em escritórios no México?
2. Vivem algumas pessoas em apartamentos na África?
3. Vivem alguns índios da America do Norte em cidades grandes?
4. Alguns chineses celebram o Natal?
5. Todos os americanos falam espanhol?

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Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Responda as seguintes perguntas. Marca o espaço na folha de respostas que indica a resposta que escolhes.

1. Em que parte do estado fica San Diego?

A no norte

B no sul

C no leste

D no oeste

Em que parte do estado fica Mt. Shasta?

A no norte

B no sul

C no leste

D no oeste

3. Em que parte do estado fica o Yosemite National Park?

A no norte

B no sul

C no leste

D no oeste

4. Que direcção tomas para ir de Yosemite a Monterey?

A ao norte

B ao sul

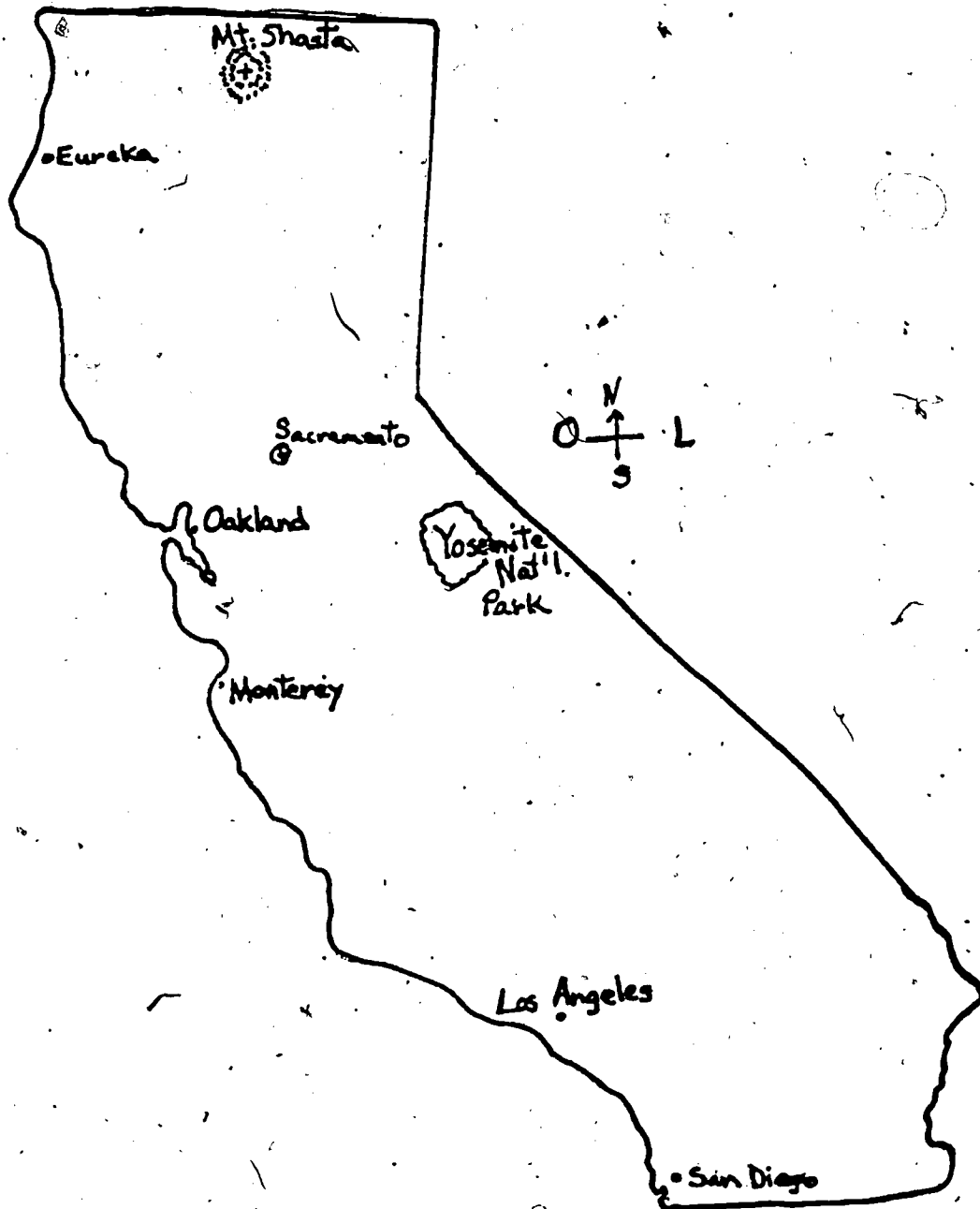
C ao leste

D ao oeste

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Portuguese Criterion Reference Test  
Multicultural Social Studies



Portuguese Criterion Reference Test

Multicultural Social Studies

SS 4.102

Given a map, the student will identify major physical land forms. (island, continent, mountains, peninsula, isthmus).

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Lê as seguintes frases incompletas. Marca o espaço na folha de respostas que indica a maior extensão de terra para completar a frase.

1. A maior extensão de terra neste mapa físico chama-se \_\_\_\_\_

- A uma montanha
- B uma península

- C uma ilha
- D um continente

2. A área indicada com o número 1 chama-se \_\_\_\_\_

- A uma montanha
- B uma península

- C uma ilha
- D um istmo

3. A área indicada com o número 2 chama-se \_\_\_\_\_

- A uma montanha
- B uma península

- C uma ilha
- D um istmo

4. A área indicada com o número 3 chama-se \_\_\_\_\_

- A uma montanha
- B uma península

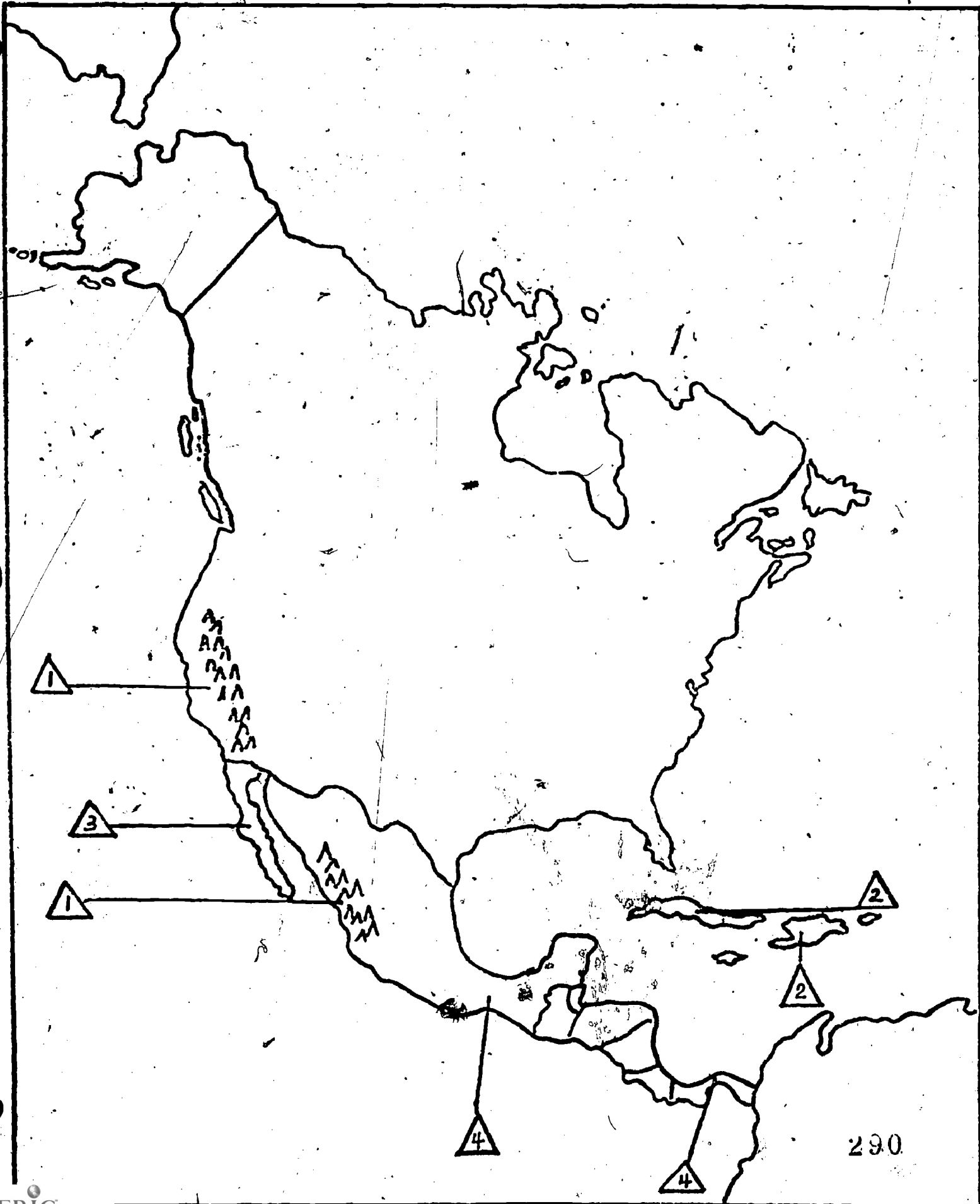
- C uma ilha
- D um istmo

5. A área indicada com o número 4 chama-se \_\_\_\_\_

- A uma montanha
- B uma península

- C uma ilha
- D um istmo

Multicultural Social Studies



Portuguese Criterion Reference Test

Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Olha para o mapa, para o quadro com a explicação dos símbolos o para a escala. Lê as seguintes perguntas. Marca o espaço na folha das repostas que indica a resposta correcta.

1. A que distância fica Santa Barbara de Santa Maria?

- A 50 milhas  
 B 100 milhas

- C 25 milhas  
 D 200 milhas

2. A que distância fica San José de Bakersfield?

- A 50 milhas  
 B 100 milhas

- C 200 milhas  
 D 250 milhas

3. O símbolo para capital usado neste mapa é



4. O símbolo para lago usado neste mapa é



5. A costa da California tem cerca de \_\_\_\_\_ de comprimento.

- A 300 milhas  
 B 500 milhas

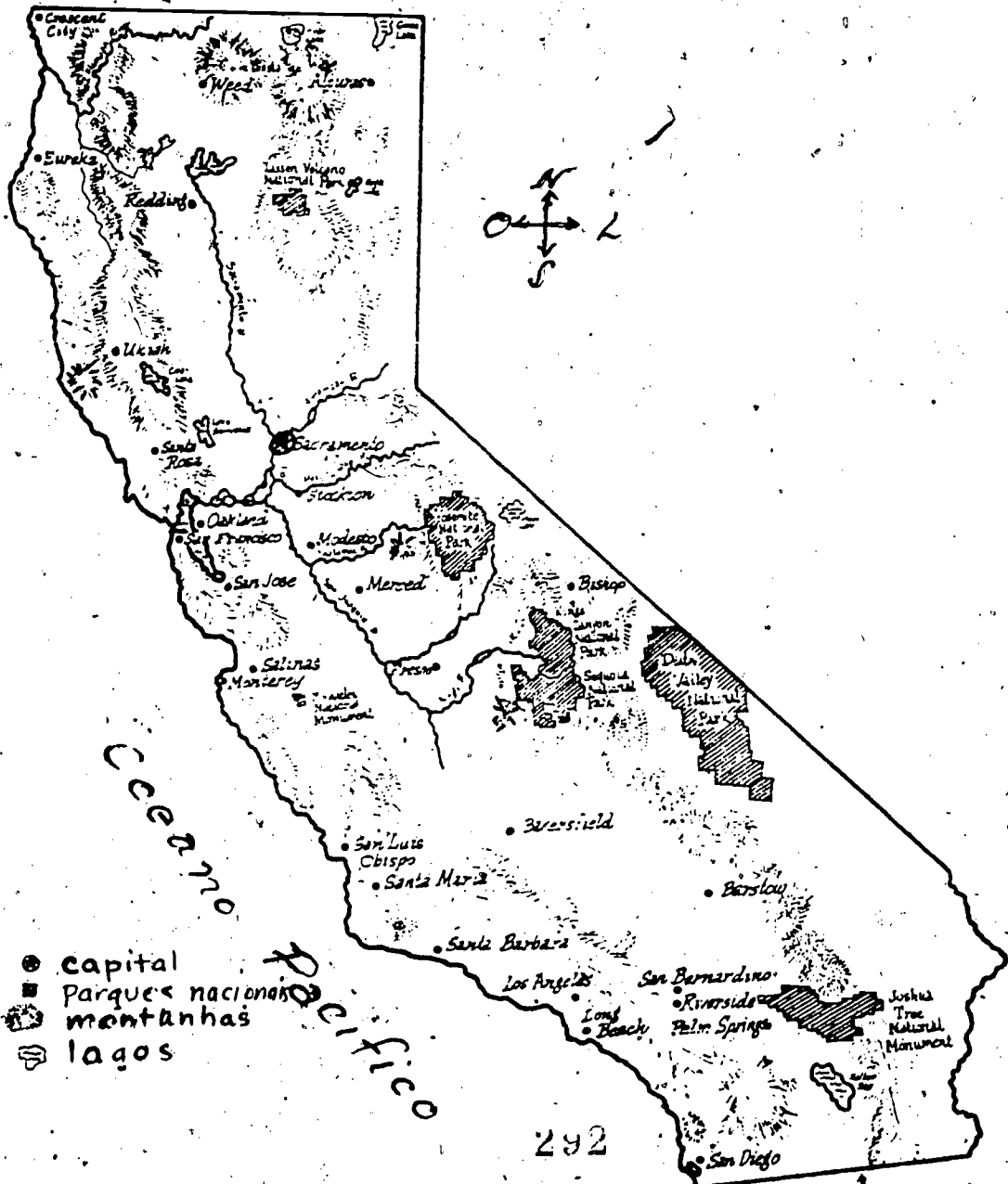
- C 650 milhas  
 D 800 milhas

Portuguese Criterion Reference Test

Multicultural Social Studies

Estado de California

100 milhas



Portuguese Criterion Reference Test

Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Lê as seguintes frases incompletas. Escolhe para cada frase uma das razões principais para as pessoas migrarem. Marca o espaço que indica a resposta correcta.

1. Uma das razões para migrações humanas é.
  - A melhores estradas
  - B liberdade religiosa
  - C novas amizades
2. Uma das razões para migrações humanas é a procura de
  - A roupas novas
  - B riquezas
  - C montanhas
3. Uma das razões para migrações humanas é a procura de
  - A alimentos
  - B melhores caminhos
  - C música
4. Uma das razões para migrações humanas é o desejo de ter
  - A novos amigos
  - B liberdade política
  - C campos de milho
5. Uma das razões para migrações humanas é a procura de
  - A roupas
  - B amizades
  - C água



Portuguese Criteria Reference Test  
Multicultural Social Studies

SS 5.101  
Given a map of the U.S., the student will identify those states along a given route.  
(criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Olha para o mapa. Preenche os espaços na folha de respostas que indicam o nome dos Estados que o caminho atravessa.

1. O caminho passa por:

- A Idaho
- B Utah
- C Texas
- D Ohio

2. O caminho passa por:

- A Kansas
- B Arkansas
- C Iowa
- D North Dakota

3. O caminho passa por:

- A Mississippi
- B Oregon
- C Georgia
- D Illinois

4. O caminho passa por:

- A Nebraska
- B Kentucky
- C Colorado
- D Montana

5. O caminho passa por:

- A Louisiana
- B Arizona
- C Florida
- D Wyoming



Portuguese Criterion Reference Test  
Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_

SS 51102

Given a description of an historical occurrence, the student will arrange the events in chronological order.  
(criterion: 4)

Instruções:

Diga: Lê em silêncio a seguinte história ao mesmo tempo que eu a leio em voz alta.

A Escravatura

A escravatura provocou um dos maiores conflitos nos Estados Unidos desde o tempo de George Washington. Em 1793 o Congresso decretou a "Lei dos escravos fugitivos". Em 1808 foi proibida por lei a importação de escravos. Estas duas leis não causaram a princípio muita hostilidade no norte ou no sul do país. Como no norte a escravatura não era lucrativa, foi abolida em todos os estados em 1804. Entretanto, no sul mantêve-se a escravatura. Calculou-se que em 1820 havia nos estados do sul escravos no valor de 500 milhões de dólares. Este conflito entre o norte e o sul continuou até rebentar a guerra civil nos Estados Unidos em 1860.

Diga:

Usa a informação dada na história para responder às seguintes perguntas. Marca o espaço na folha de respostas que indica a resposta correcta.

1. Qual foi o primeiro acontecimento?

- A Rebentou a Guerra Civil.
- B O Congresso decretou a lei dos escravos fugitivos.
- C Os estados do norte aboliram a escravatura.
- D O congresso proibiu a importação de escravos.

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Multicultural Social Studies

2. Qual foi o segundo acontecimento?

- A O congresso proibiu a importação de escravos.
- B Rebentou a Guerra Vivil.
- C Os estados do Norte aboliram a escravatura.
- D O congresso decretou a lei dos escravos fugitivos.

3. Qual foi o terceiro acontecimento?

- A Rebentou a Guerra Civil?
- B O Sul havia escravos no valor de 500 milhões de dólares.
- C Os estados do Norte aboliram a escravatura.
- D O congresso proibiu a importação de escravos.

4. Qual foi o quarto acontecimento?

- A O Congresso decretou a lei dos escravos fugitivos.
- B Os estados do Norte aboliram a escravatura.
- C Rebentou a Guerra Civil.
- D O sul havia escravos no valor de 500 milhões de dólares.

5. Qual foi o quinto acontecimento?

- A Rebentou a Guerra Civil.
- B O Congresso decretou a lei dos escravos fugitivos.
- C Os estados do Norte aboliram a escravatura.
- D O congresso proibiu a importação de escravos.

Portuguese Criterion Reference Test  
Multicultural Social Studies

SS 6.101

Given a political outline map of the Western Hemisphere, the student will recognize specific countries.  
(critériorion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Diga: Olha para o mapa. Marca o espaço que indica o nome do país na folha de respostas.

1. Olha para o número 1 no mapa. É

- A Chile
- B Brasil
- C Canadá
- D Argentina

2. Olha para o número 2 no mapa. É

- A Venezuela
- B Panamá
- C Peru
- D México

3. Olha para o número 3 no mapa. É

- A Estados Unidos
- B México
- C Canadá
- D Brasil

4. Olha para o número 4 no mapa. É

- A Peru
- B Colômbia
- C Panamá
- D México

5. Olha para o número 5 no mapa. É

- A Brasil
- B Canadá
- C Chile
- D Estados Unidos

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Portuguese Criterion Reference Test

Multicultural Social Studies

Nome \_\_\_\_\_

Data \_\_\_\_\_






Instruções:

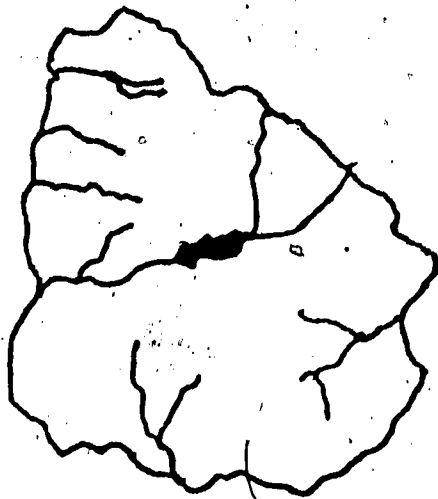
Olha para os mapas. Marca o espaço que indica que tipo de mapas são, na folha das respostas.

1. Olha para o mapa de Uruguai. É um mapa político ou físico?  
 A físico  
 B político
2. Olha para o mapa do México. É um mapa político ou físico?  
 A físico  
 B político
3. Olha para o mapa do sul da Europa. É um mapa político ou físico?  
 A físico  
 B político
4. Olha para o mapa de Bolívia. É um mapa político ou físico?  
 A físico  
 B político
5. Olha para o mapa da Argentina. É um mapa político ou físico?  
 A físico  
 B político

SS.6.102

Given a set of maps, the student will indicate which are physical and which are political. (criterion: 4)

CONVENÇÕES	
	MONTANHAS
	RIO
	CIDADE
	LAGO
	CAPITAL
	FRONTEIRA
	CAMINHO DE FERRO

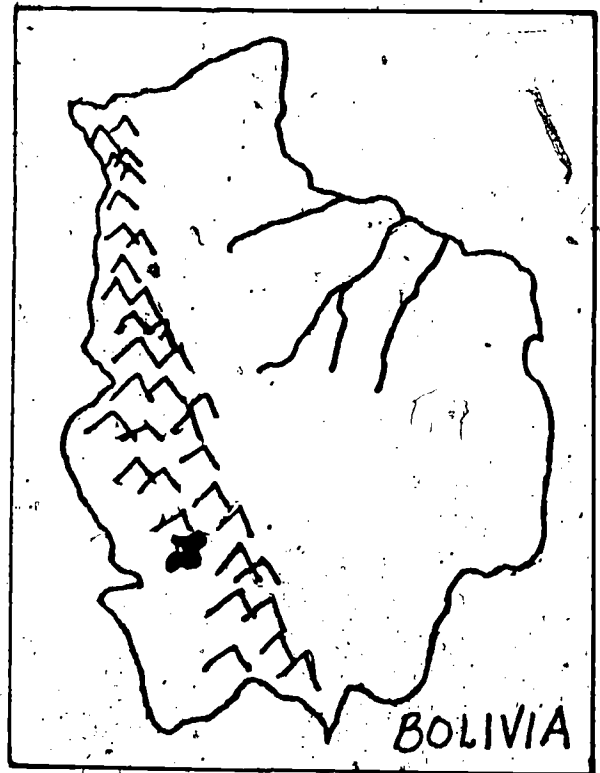
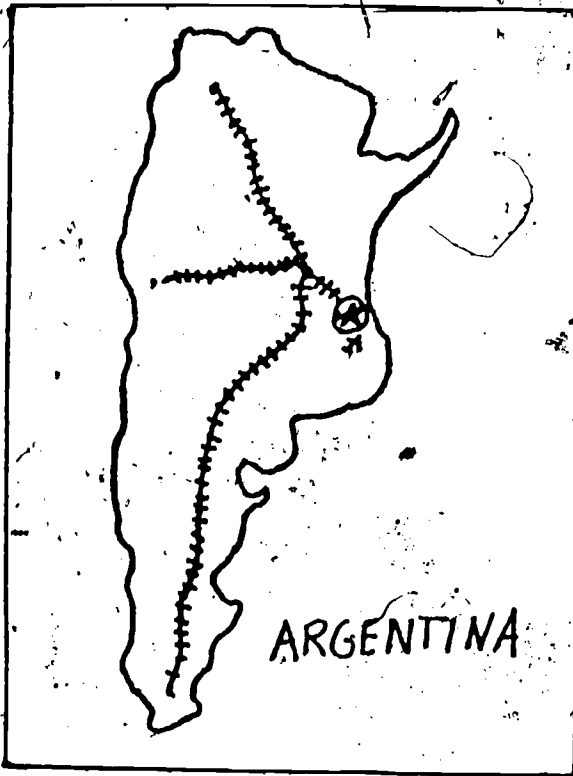
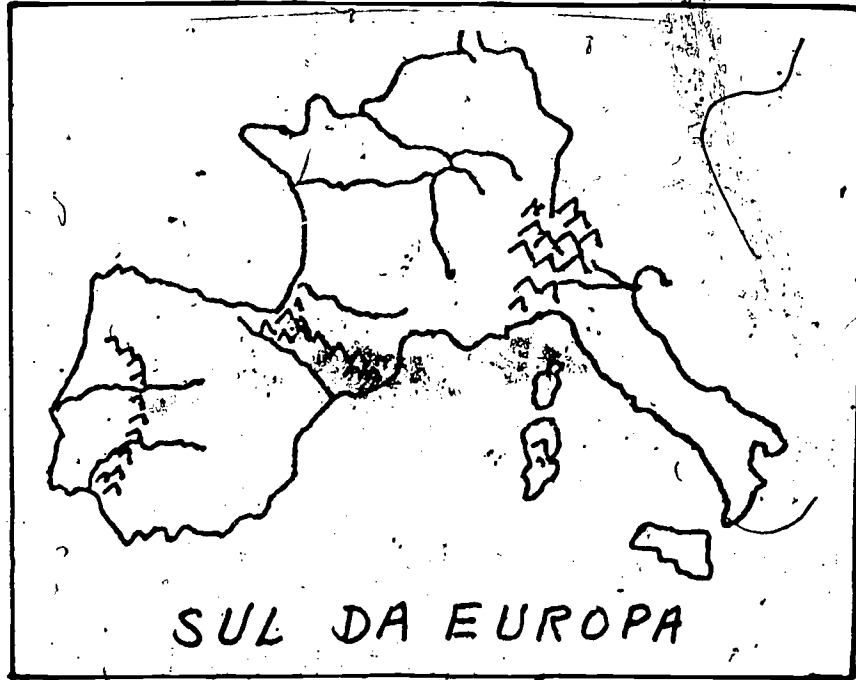


URUGUAY



MÉXICO





Portuguese Criterion Reference Test

Agricultural Social Studies

SS 6.203

Given a product map, the student will answer specific questions. (Criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Olha para o mapa. Marca na folha das respostas, o espaço que indica o tipo de produto apropriado.

1. Qual é o produto principal a oeste de rio?

A gado

B milho

C madeira

D tabaco

2. Que se produz no sudeste de Paraguai?

A madeira, algodão e gado

B erva mate, tabaco e madeira

C milho, madeira e gado

D algodão, erva mate e milho

3. De acordo com o mapa, qual é o produto que não se produz a este do rio?

A madeira

B milho

C erva mate

D tabaco

4. Qual parece ser o produto principal do este do Paraguai?

A algodão

B erva mate

C gado

D tabaco

5. De acordo com o mapa, qual parece ser o produto menos importante do Paraguai?

A milho

B tabaco





C algodão

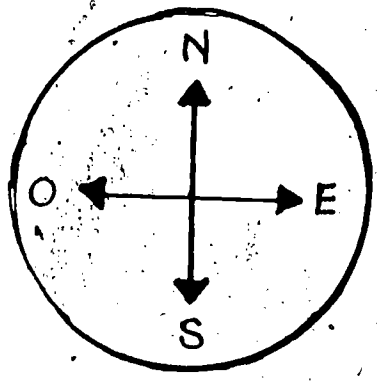
D gado

Portuguese Criterion Reference Test

Multicultural Social Studies

EXPLICAÇÃO DOS SÍMBOLOS

	GADO
	MADEIRA
	MILHO
	ERVA MATE
	ALGODÃO
	TABACO



NATIONAL INSERTABLE-TAB INDEXES ENABLE YOU TO  
MAKE YOUR OWN SUBJECT ARRANGEMENT. USING PLAIN  
INSERTS ON WHICH TO WRITE YOUR OWN CAPTIONS

The Beaded edge on tab makes it easy to insert captions.

Made in U.S.A.

## APPENDIX XI

### Kindergarten thru Sixth Grade ESL Criterion Reference Tests



23-680

ESL Criterion Reference Test

SL A.101  
Given crayons of the five primary colors, the student will be able to name each color.  
(criterion:4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Show the student the color crayons. Have the student name the color represented by each crayon.  
(red, green, yellow, orange, blue.)

For Dominant Portuguese Student:

DIGA: Diz-me em Inglês. a cor deste lápis de cor.

ESL Criterion Reference Test

SL A010Z  
Given number set pictures (1-10)  
the student will name the number  
represented.  
(criterion:4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Show the student the following pictures: mother, father  
brother, sister, baby. Have the student name them.

For Dominant Portuguese Student:

DIGA Isto é uma família. Diz em Inglês os nomes das  
pessoas da família.



ESL Criterion Reference Test

ESL A: 103

Given pictures of parts of the body, the student will name the parts represented. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

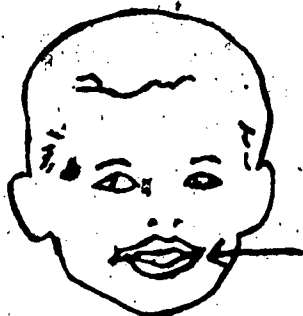
Directions: Show the student the following pictures. (eyes, nose, mouth, hands, feet) Have the student name them!

For Dominant Portuguese Student:

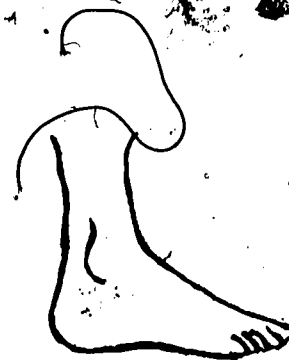
DIÇA:

Diz em Inglês os nomes das partes do corpo humano.

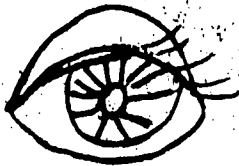
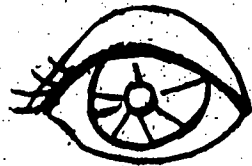
1



2



4



ESL Criterion Reference Test

SL A.204  
Given number set pictures (1-10)  
the student will name the number  
represented.  
(criterion:4)

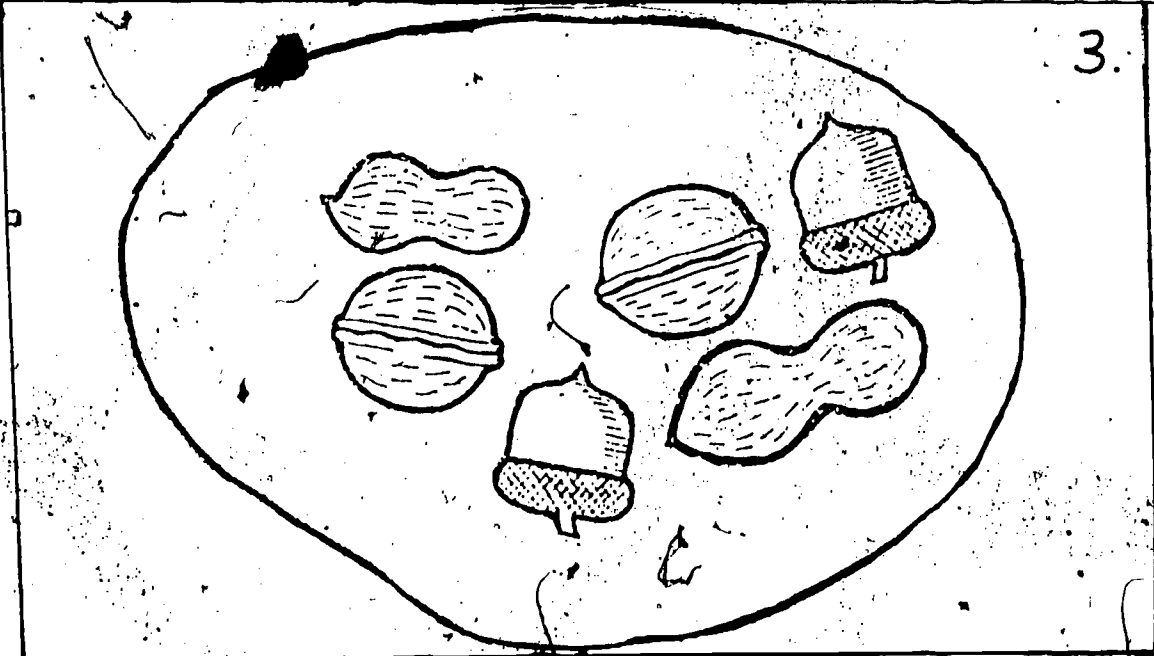
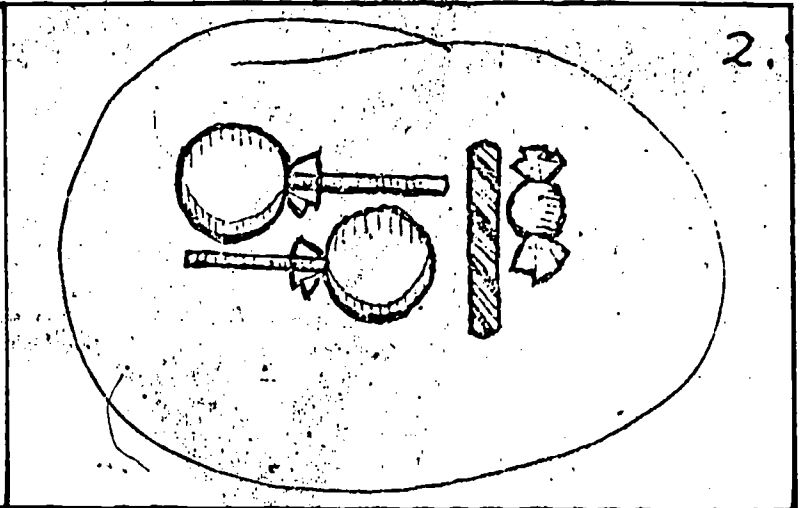
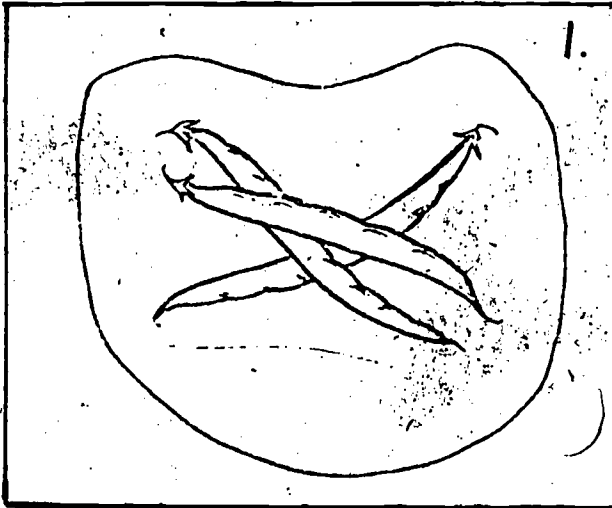
Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Show the student the pictures of sets and have him identify the numeral represented.

For Dominant Portuguese Student:

DIGA: Diz em Inglês o número de elementos que vê em cada conjunto





ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Instructions: Ask the student the following questions:

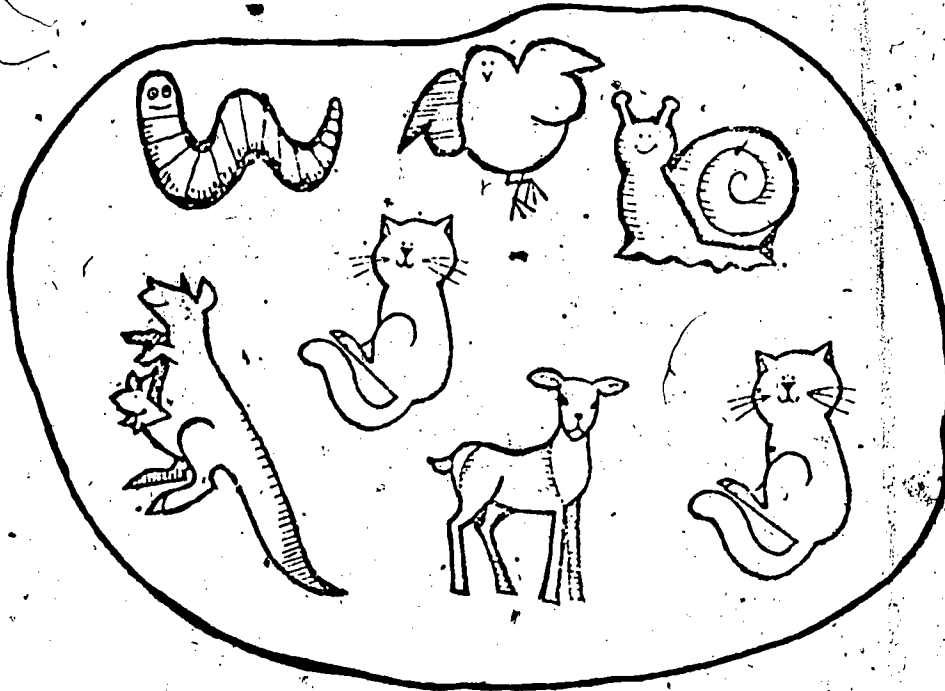
For The Portuguese Dominant Student:

DIGA:

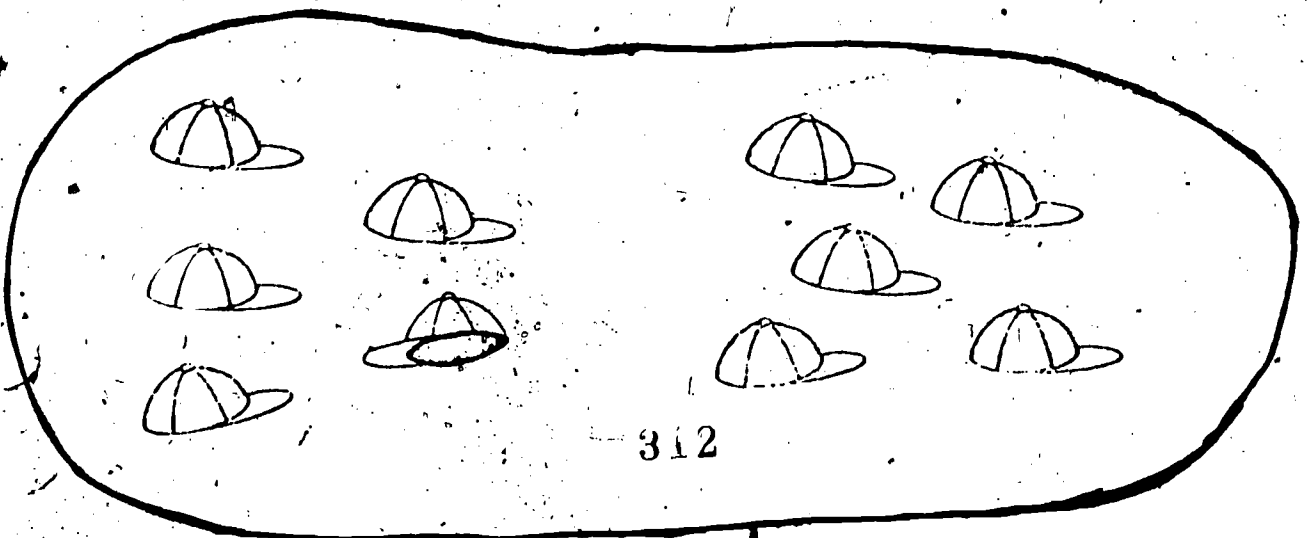
- 1 Quando te dou um doce, como deves responder em Inglês?  
(Thank you)
- 2 Quando tu me pedes alguma coisa, o que é que deves dizer  
em Inglês? (please)
- 3 Quando eu digo "Como estás?", o que é que deves dizer  
em Inglês? (very well, thank you)
- 4 Quando chegas a aula de manhã, que me deves dizer  
em Inglês? (good morning)
- 5 Quando vais para casa, o que me deves dizer em Inglês?  
(Good-bye)

311

4.



5.



ESL Criterion Reference Test

Given pictures of common fruits and vegetables, the student will name the objects represented. (criterion:4)

Name \_\_\_\_\_

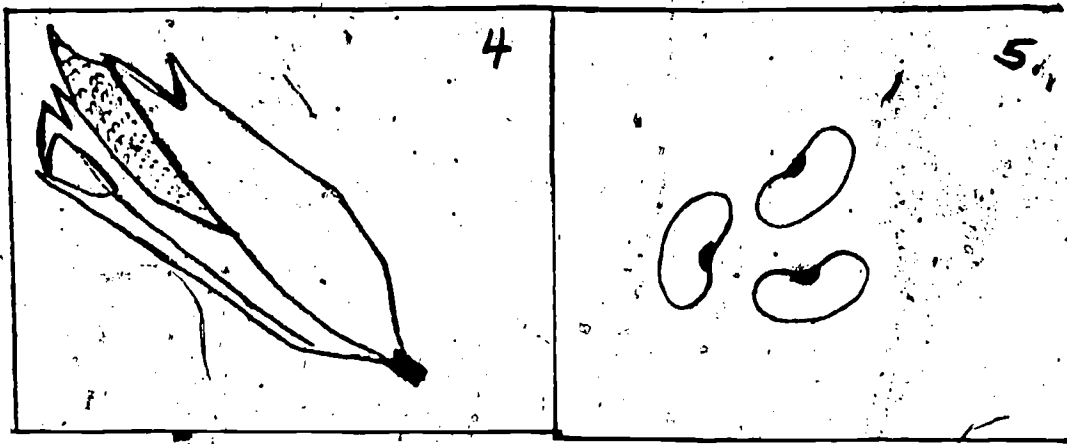
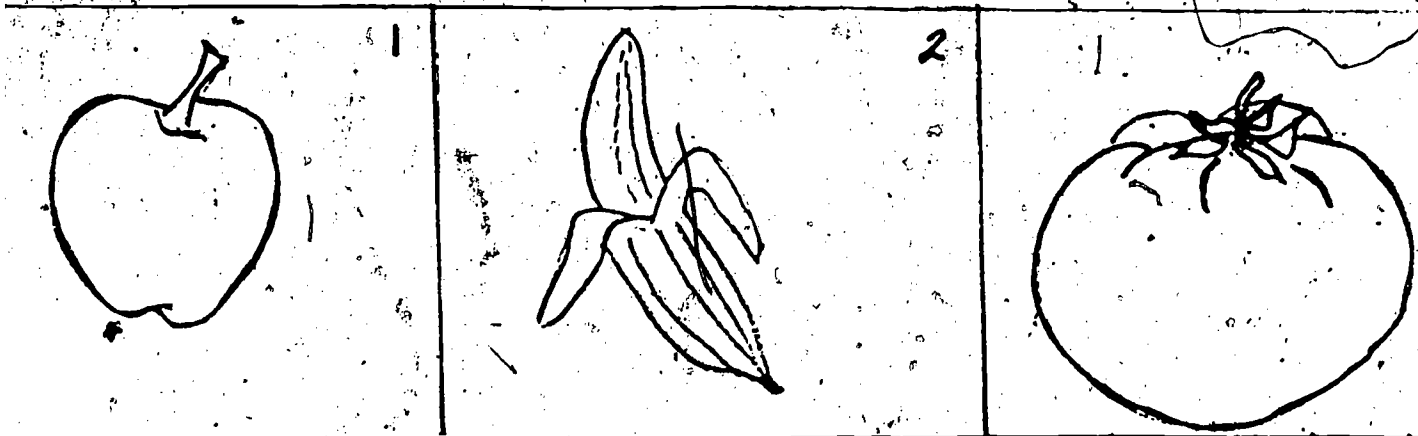
Date \_\_\_\_\_

Directions: Show the student the following pictures: apple, banana, tomato, corn, beans. Have the student name them.

For The Dominant Portuguese Student:

DIGA:

Diz em Inglês os nomes dos desenhos.



ESL Criterion Reference Test

SL A.207  
Given pictures of foods, the student will name the food represented. (criterion:4)

Name \_\_\_\_\_

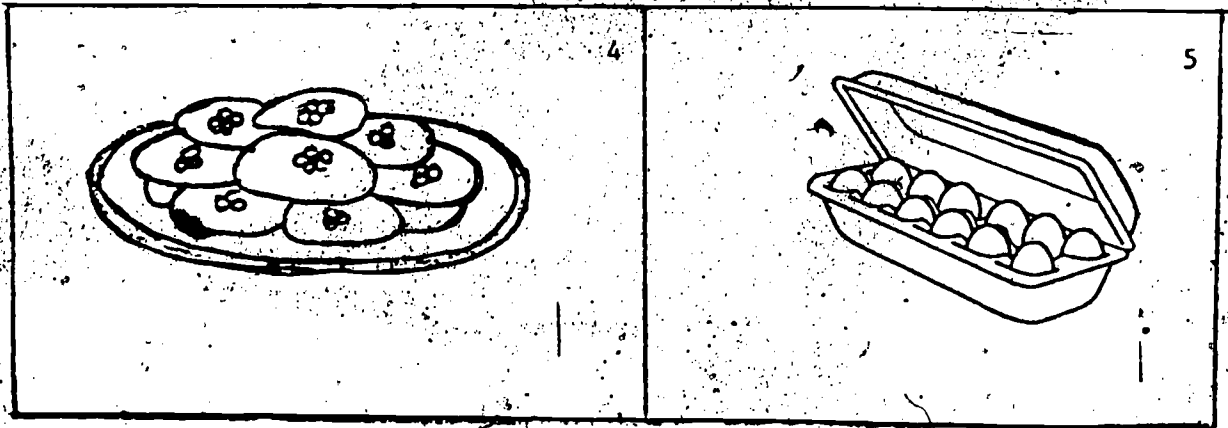
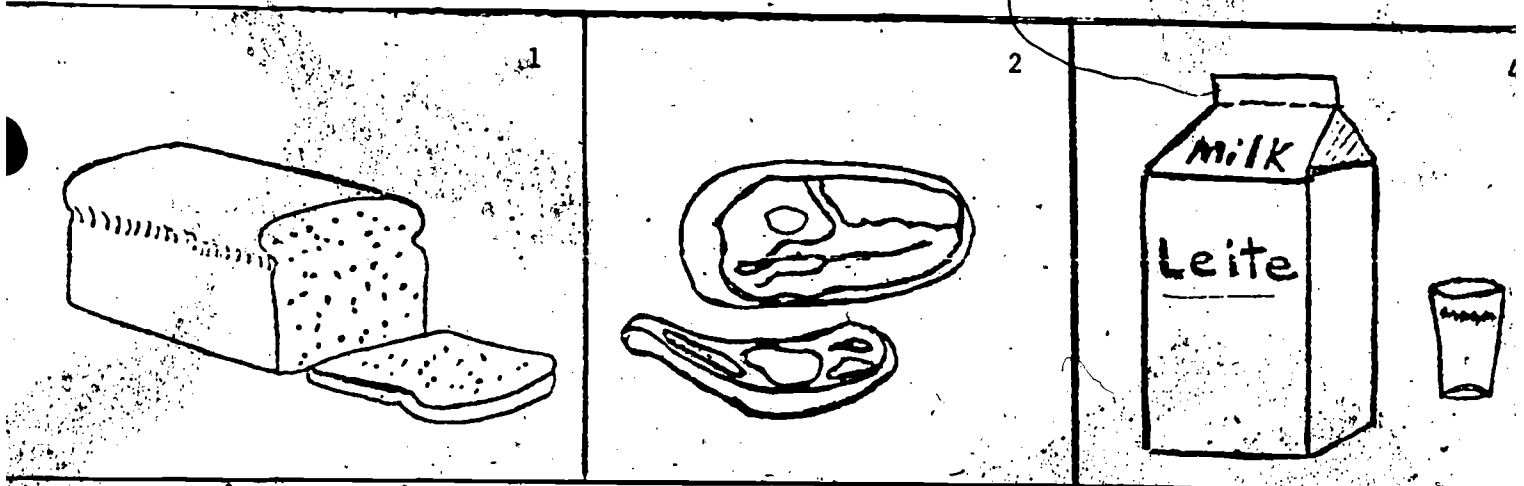
Date \_\_\_\_\_

Directions: Show the student the following pictures: bread, meat, milk, cookies, eggs. Have the student name them.

For The Dominant Portuguese Student:

DIGA:

Diz em Inglês os nomes dos desenhos.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL A.208

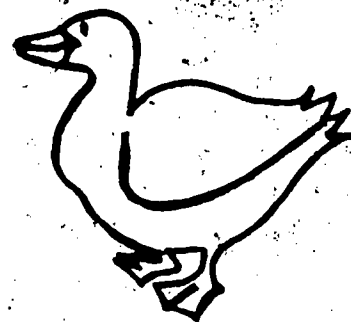
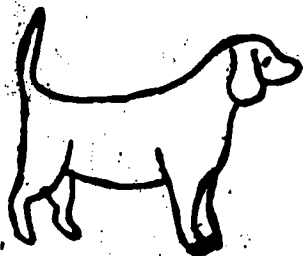
Given pictures of domestic and wild animals, the student will be able to name the animals represented. (criterion:4)

Directions: Show the student the following pictures: duck, dog, cat, horse, bear. Have the student name them.

For the Dominant Portuguese Student:

DIGA:

„Diz em Inglês os nomes dos desenhos.“



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

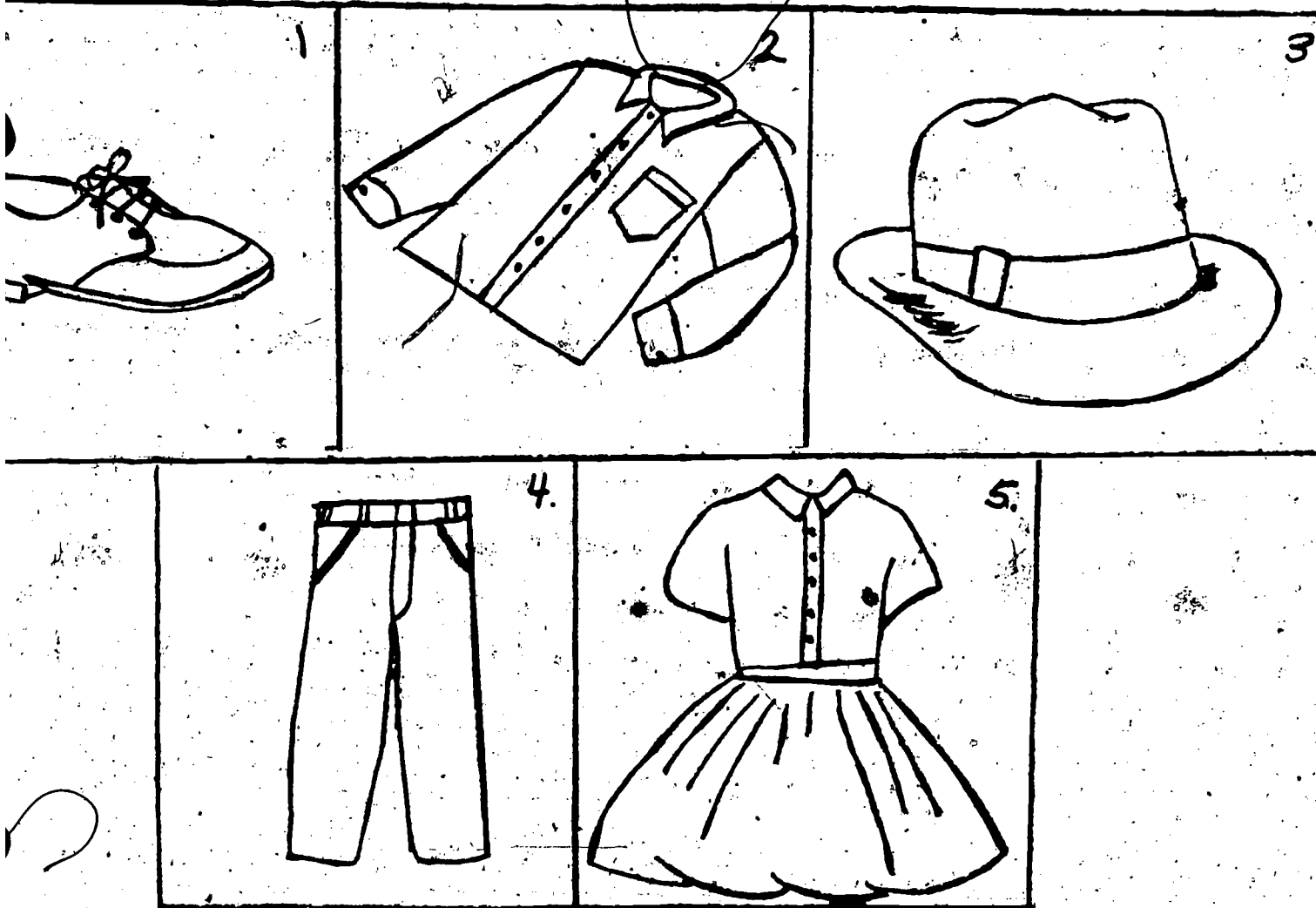
SL A.209  
Given pictures of clothing, the student will name the articles. (criterion: 4)

Directions: Show the student the following pictures: shoe, shirt, hat, pants, dress. Have the student name them.

For The Dominant Portuguese Student:

DIGA:

Diz em Inglês os nomes dos desenhos.



ESL Criterion Reference Test

SL A.210  
Given pictures of toys, the student will name the objects represented.  
(criterion: 4)

Name \_\_\_\_\_

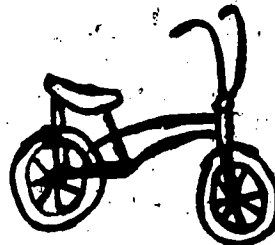
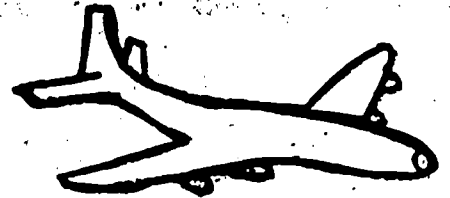
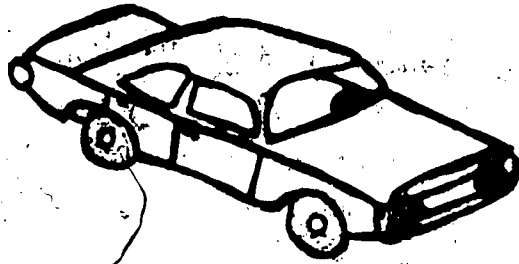
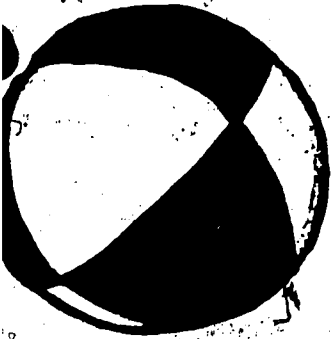
Date \_\_\_\_\_

Directions: Show the student the following pictures: ball, car, airplane, doll, bicycle. Have the student name them.

For The Dominant Portuguese Student:

DIGA:

Diz em Inglês os nomes dos desenhos.



ESL Criterion Reference Test

SL B.101  
Given 2 simple directions, the student will carry out the directions.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Give the student the following directions before you give him each set of tasks.

For The Dominant Portuguese Student:

DIGA:

Vou pedir-te para fazeres algumas coisas. Escuta e depois faz.

1. Stand up and open the door.
2. Go to the blackboard and write your name.
3. Go get a book and open it.
4. Get your pencil and give it to me.
5. Get a piece of paper and write your name.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Ask the student the following questions. He need not respond with a complete sentence.

For The Dominant Portuguese Student:

DIGA:

- 1 Diga-me em Inglês os nomes de cinco animais.  
(4 de 5 correctas)
- 2 Diga-me em Inglês os nomes de cinco partes do corpo.  
(4 de 5 correctas)
- 3 Diga-me em Inglês o nome de cinco coisas que come.  
(4 de 5 correctas)
- 4 Diga-me em Inglês cinco artigos de roupa que tem.  
(4 de 5 correctas)
- 5 Conte em Inglês de seis até dez. (4 de 5 correctas)

SL B.102  
Given oral questions based on  
vocabulary learned, the  
student will respond orally.  
(criterion: 4)

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Ask the student the following questions. The answers must be in complete sentences.

For The Portuguese Dominant Student

DIGA: Vou fazer-te as seguintes perguntas. As respostas devem ser em frases completas.

- 1 What is your name?
- 2 How many people are in your family?
- 3 What color are your shoes?
- 4 What is your favorite toy?
- 5 Who lives in your home?

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL B.204  
Given a set of 3 pictures  
representing adjectives,  
the student will mark the  
correct one.  
(criterion 4)

Directions: Read the following sentences to the student and have him mark the appropriate answer.

For The Portuguese Dominant Student:

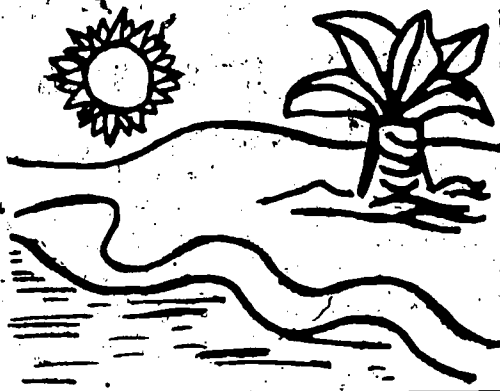
DIGA:

- |   |                      |                  |
|---|----------------------|------------------|
| 1 | Marca com <u>X</u> . | The happy face.  |
| 2 | Marca com <u>X</u> . | Where it is hot. |
| 3 | Marca com <u>X</u> . | The big animal.  |
| 4 | Marca com <u>X</u> . | The clean dress. |
| 5 | Marca com <u>X</u> . | The tall girl.   |

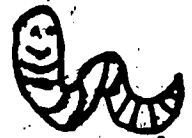
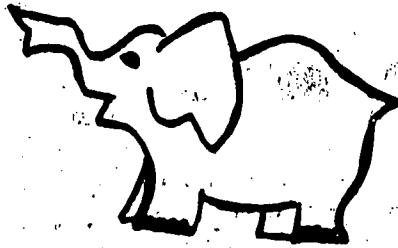
1.



2.



3.



4.



5.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

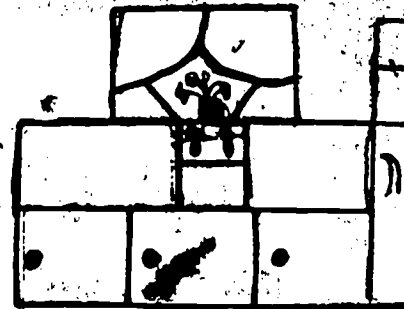
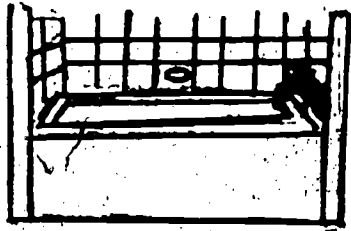
Directions: Read the following sentences to the student and have him mark the appropriate answer.

For The Portuguese Dominant Student:

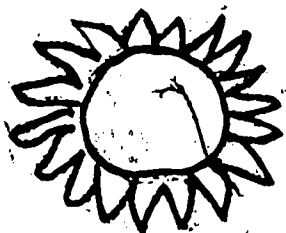
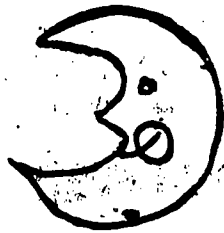
DIGA:

- |                          |               |
|--------------------------|---------------|
| 1 / Marca com <u>X</u> . | The bathroom. |
| 2 Marca com <u>X</u> .   | The sun.      |
| 3 Marca com <u>X</u> .   | The wolf.     |
| 4 Marca com <u>X</u> .   | The mountain. |
| 5 Marca com <u>X</u> .   | The glove.    |

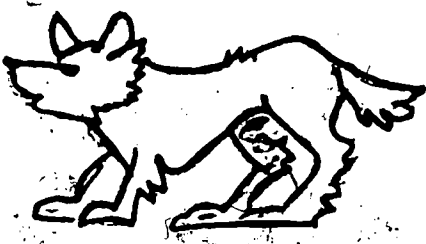
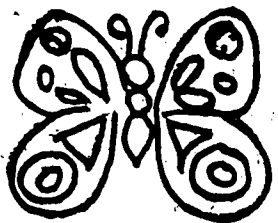
1.



2.



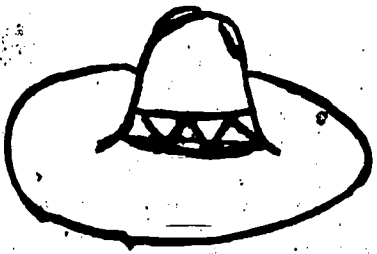
3.



4.



5.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Dictate the following letters and have the student write them on the grid. (Accept upper or lower case letters.)

For The Dominant Portuguese Student:

DIGA: Vou dizer-te umas letras em Inglês.

- 1 Olha para a fila número um, e escreve uma letra em cada quadrado. Escreve (c - m - l).
- 2 Olha para a fila número dois, e escreve uma letra em cada quadrado. Escreve (t - s - n).
- 3 Olha para a fila número três, e escreve uma letra em cada quadrado. Escreve (f - r - o).
- 4 Olha para a fila número quatro, e escreve uma letra em cada quadrado. Escreve (a - i - u).
- 5 Olha para a fila número cinco, e escreve uma letra em cada quadrado. Escreve (e - p - g).

Name \_\_\_\_\_

Date \_\_\_\_\_

1.

2.

3.

4.

5.


326



SL C.102

Given pictures of vocabulary words, the student will match the pictures to the correct word. (criterion: 4)

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Have the student look at the picture and draw a line to the matching word.

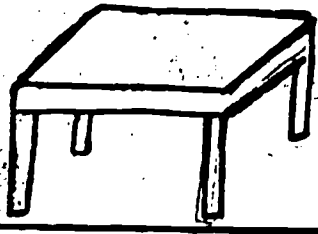
For the Portuguese Dominant Student:

DIGA: Olha para os desenhos. Liga a palavra ao desenho correspondente.

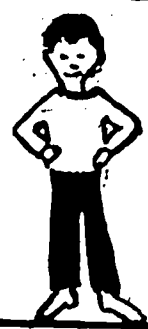
327

Name \_\_\_\_\_

Date \_\_\_\_\_



boy



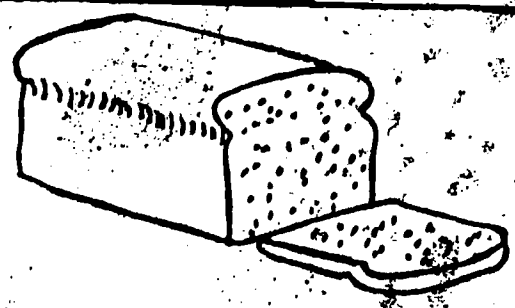
cat



bread



doll



table

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Read the following story to the student. Have the student draw a picture which illustrates the story.

For The Portuguese Dominant Student:

DIGA: Vou ler-te uma historia. Depois, deves fazer um desenho que ilustre a historia.

On a farm, there live some fat, fat chickens along with others that are very, very thin. The fat chickens are very mean to the thin chickens.

"Please, fat sisters, let us eat!"

"No! The food is only for us."

The fat chickens eat and eat, and the thin chickens are very hungry.

One day Mrs. Brown asks Mr. Brown to get a fat chicken so she can make some soup. "I want fat, fat chicken, not a thin one. Mmm! I like fat chickens."

"Help! Help! Please, sisters, help us!" cry the fat chickens.

"Why do you want our help now?" ask the thin chickens. "We are thin and good for nothing".

"Come here, fat chicken, I want you" says Mr. Brown.

Now the fat chickens are soup and the thin chickens are eating on the farm.

SL C.204

Given oral questions based on  
vocabulary learned, the student  
will respond in simple sentences.  
(Criterion: 4)

## ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Ask the student the following questions. Tell him to respond using a complete sentence. One word answers are not acceptable.

### For The Portuguese Dominant Student:

DIGA: Vou fazer-te algumas perguntas em Inglês. Responde com uma frase completa.

- 1 Who works in a hospital?
- 2 In what room of the house do you find food?
- 3 What are you wearing?
- 4 Who works at the school?
- 5 What can you buy at the supermarket?

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL A.101  
Given crayons of the five primary colors, the student will be able to name each color. (criterion:4)

Directions: Show the student the color crayons. Have the student name the color represented by each crayon. (red, green, yellow, orange, blue.)

For Dominant Spanish Student:

DIGA: Dime en inglés el color de este crayón.

ESL Criterion Reference Test

SL A.102  
Given pictures of members of a family, the students will be able to name each member. (criterion: 4)

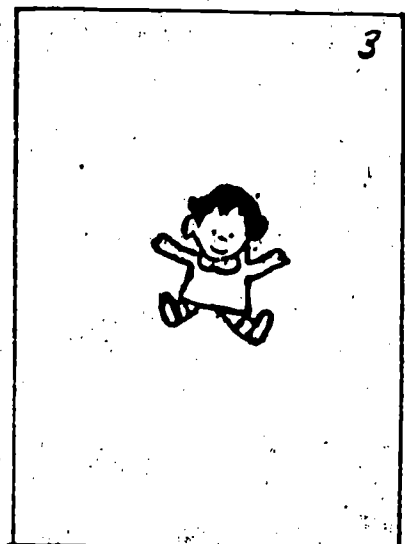
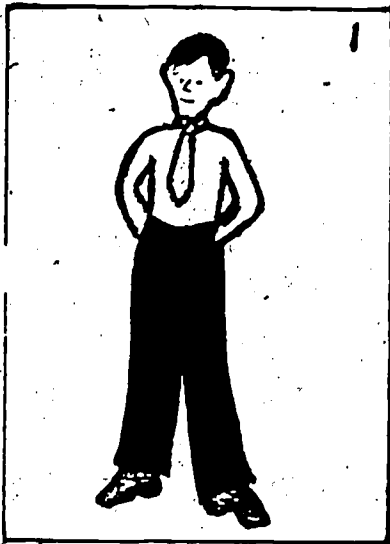
Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Show the student the following pictures: (mother, father, brother, sister, baby). Have the student name them.

For Dominant Spanish Student:

DIGA: Esta es una familia. Dime en inglés los nombres de las personas de la familia.



ESL Criterion Reference Test

SL A: 103  
Given pictures of parts of the body, the student will name the parts represented. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

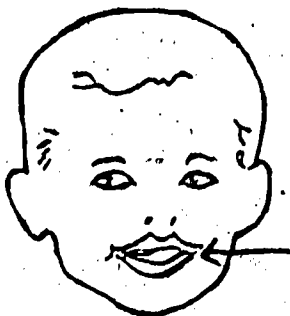
Directions: Show the student the following pictures: eyes, nose, mouth, hands, feet. Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de las partes del cuerpo.

1



2



3



4



5



ESL Criterion Reference Test

Name \_\_\_\_\_

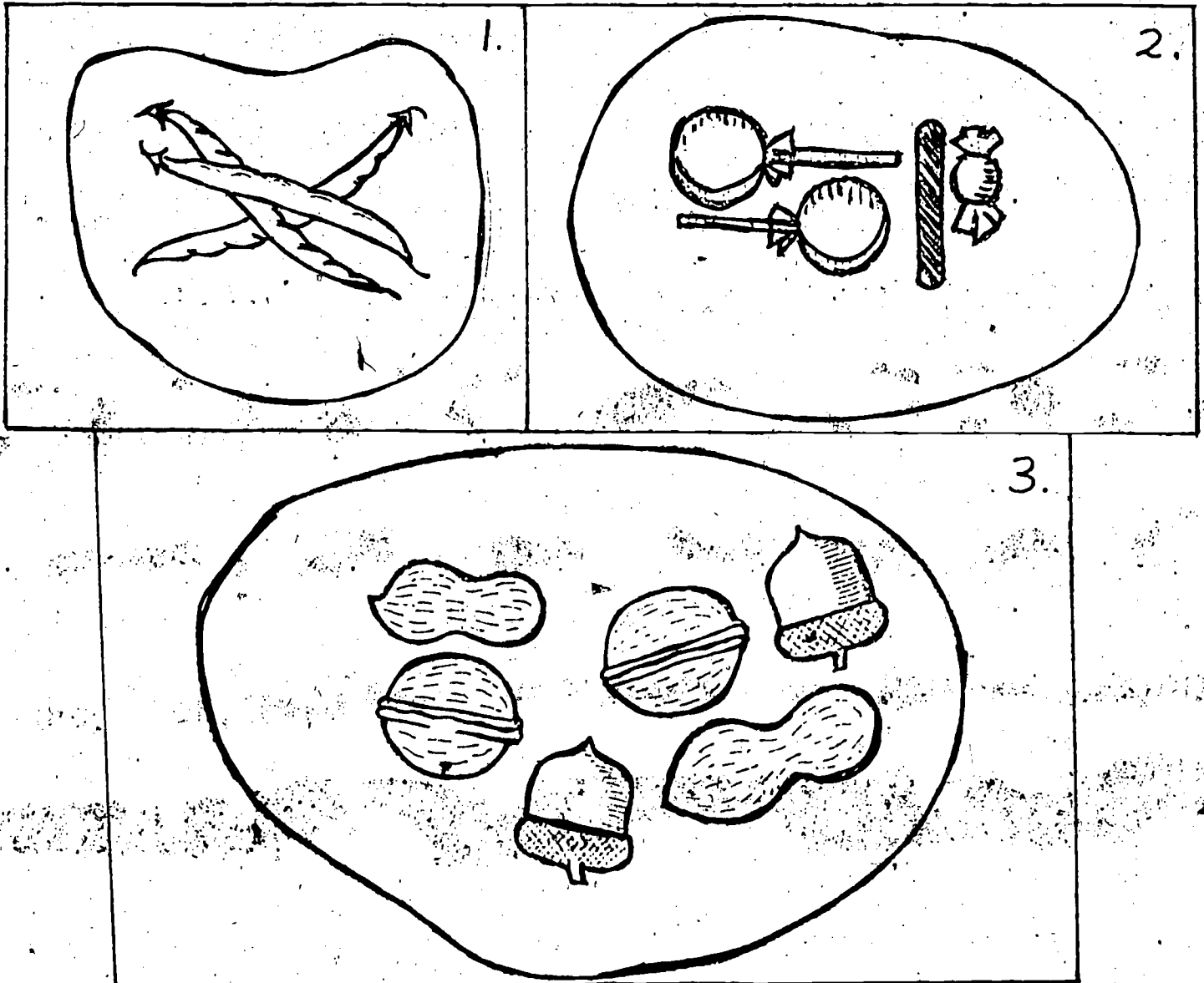
DATE \_\_\_\_\_

SL A.204-  
Given number set pictures (1-10)  
the student will name the number  
represented.  
(criterion:4)

Directions: Show the student the pictures of sets and have him  
identify the numeral represented.

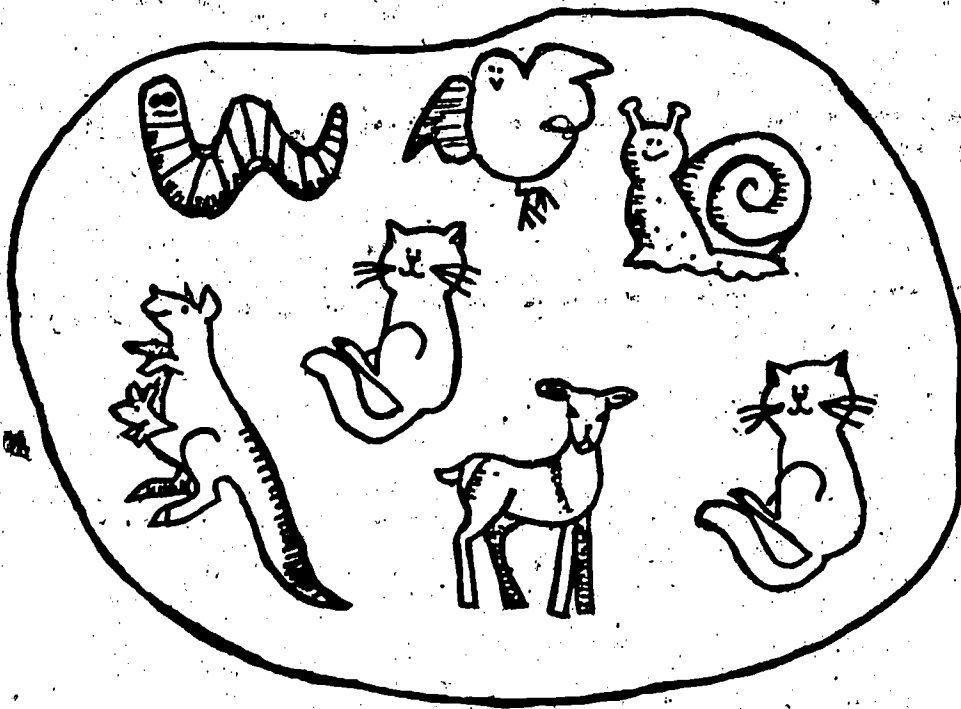
For Dominant Spanish Student:

DIGA: Dime el número de cosas que ves en cada conjunto.

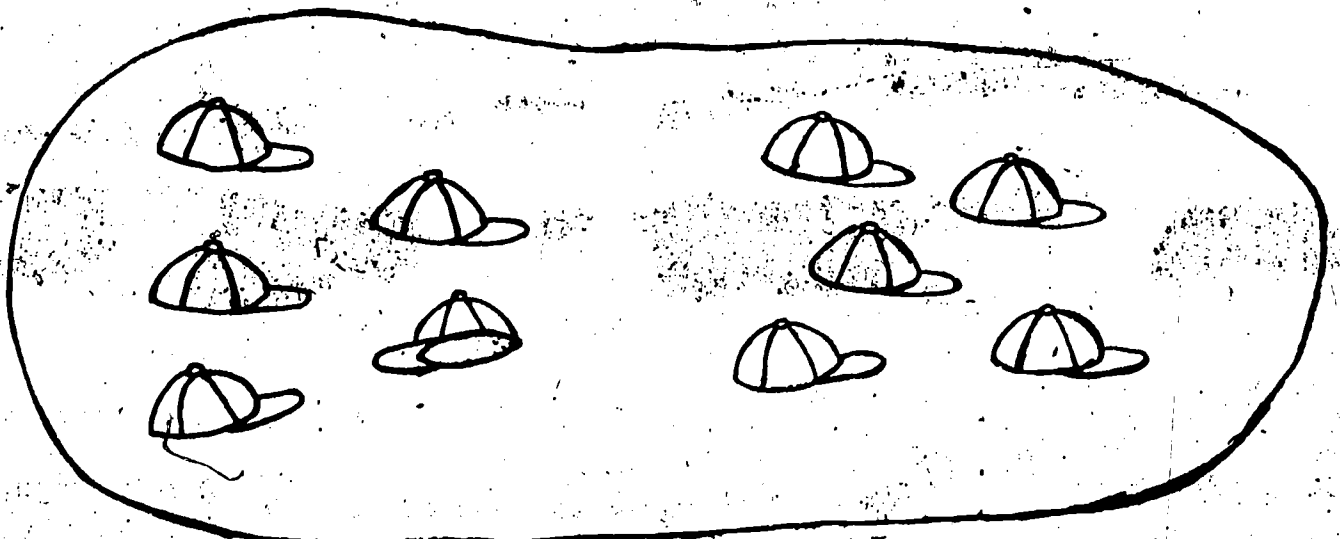




4.



5.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL A.205

Given a question, the student will respond with the correct expression of courtesy. (criterion:4)

Instrucciones: Pídale al estudiante que conteste las siguientes preguntas.

For The Spanish Dominant Student:

DIGA:

- 1 Cuando te doy un dulce ¿qué debes decirme en inglés?  
(Gracias)
- 2 Cuando me pides algo ¿qué debes decirme en inglés?  
(please)
- 3 Cuando te digo ¿cómo estás?  
¿Qué debes decirme en inglés? (very well, thank you)
- 4 Cuando llegas al salón en la mañana ¿qué debes decirme en inglés? (Good morning)
- 5 Cuando te vas a casa ¿qué debes decirme en inglés?  
(Good-bye)

ESL Criterion Reference Test

SL A.206

Given pictures of common fruits and vegetables, the student will name the objects represented. (criterion:4)

Name \_\_\_\_\_

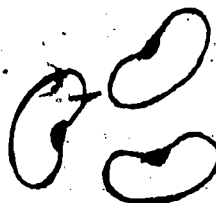
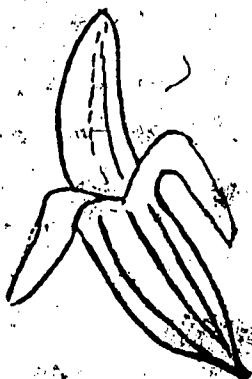
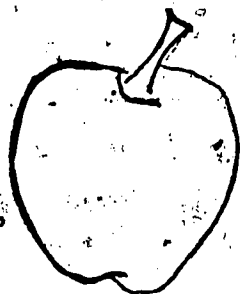
Date \_\_\_\_\_

Directions: Show the student the following pictures: apple, banana, tomato, corn, beans. Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de los dibujos.



ESL Criterion Reference Test

SL A.207  
Given pictures of foods, the student will name the food represented.  
(criterion:4)

Name \_\_\_\_\_

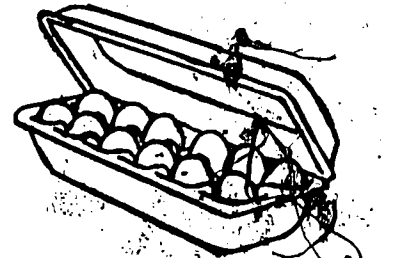
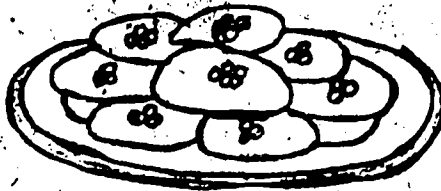
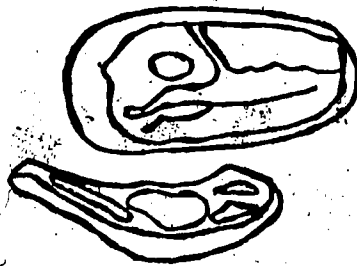
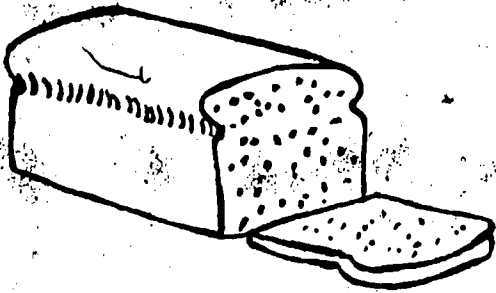
Date \_\_\_\_\_

Directions: Show the student the following pictures: bread, meat, milk, cookies, eggs. Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de los dibujos.



ESL Criterion Reference Test

SL A. 208

Given pictures of domestic and wild animals, the student will be able to name the animals represented. (criterion:4)

Name \_\_\_\_\_

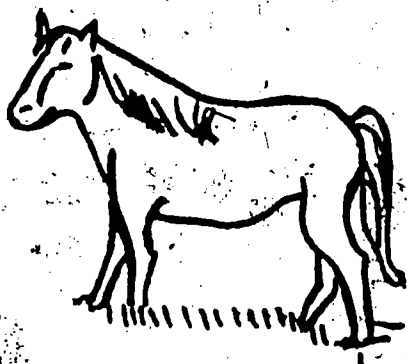
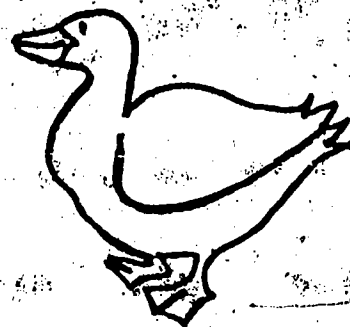
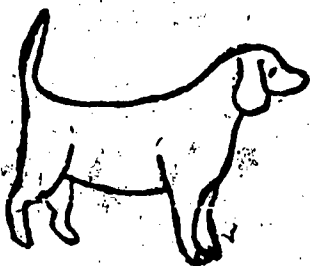
Date \_\_\_\_\_

Directions: Show the student the following pictures: duck, dog, cat, horse, bear. Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de los dibujos.



ESL Criterion Reference Test

SL A.209  
Given pictures of clothing, the student will name the articles: (criterion: 4)

Name \_\_\_\_\_

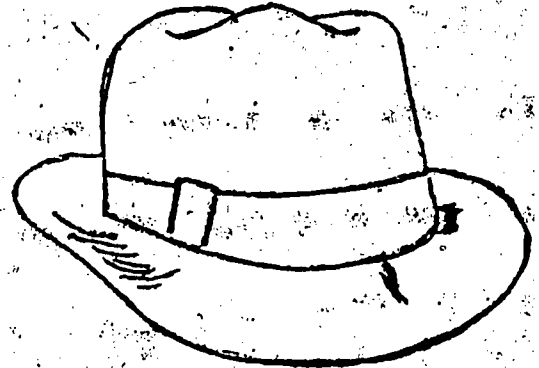
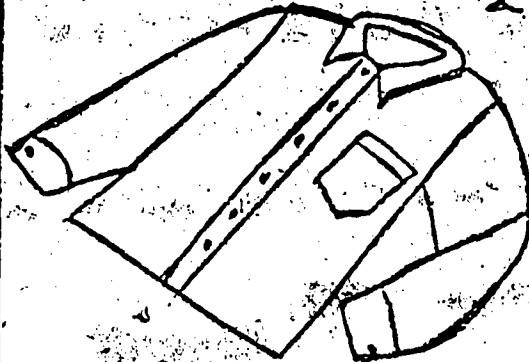
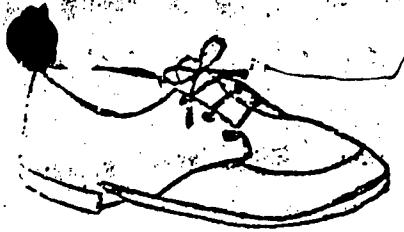
Date \_\_\_\_\_

Directions: Show the student the following pictures: shoe, shirt, hat, pants, dress. Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de los dibujos.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL A.210

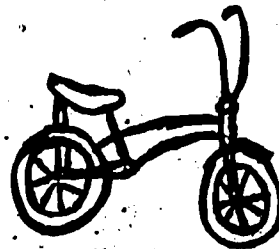
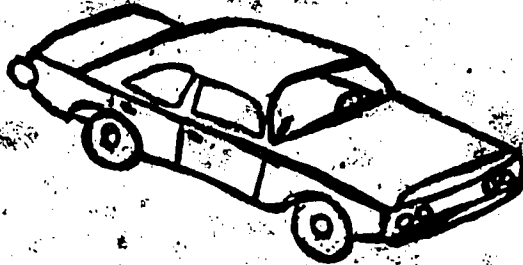
Given pictures of toys, the student will name the objects represented. (criterion: 4)

Directions: Show the student the following pictures: ball, car, airplane, doll, bike (bicycle). Have the student name them.

For The Dominant Spanish Student:

DIGA:

Dime en inglés los nombres de los dibujos.



ESL Criterion Reference Test

SL B.101

Given 2 simple directions, the student will carry out the directions. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Give the student the following directions before you give him each set of tasks.

For The Dominant Spanish Student:

DIGA:

Te voy a pedir que hagas dos cosas. Escucha y despues hazlo.

- 1 Stand up and open the door.
- 2 Go to the blackboard and write your name.
- 3 Go get a book and open it.
- 4 Get your pencil and give it to me.
- 5 Get a piece of paper and write your name.



ESL Criterion Reference Test

SL B.102  
Given oral questions based on  
vocabulary learned, the  
student will respond orally.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Ask the student the following questions. He need not respond with a complete sentence.

For The Dominant Spanish Student:

DIGA:

- 1 Dime en inglés los nombres de cinco animales. (4 de 5)
- 2 Dime en inglés los nombres de cinco partes del cuerpo. (4 de 5)
- 3 Dime en inglés cinco cosas que comes. (4 de 5)
- 4 Dime en inglés que llevas puesto. (4)
- 5 Cuenta en inglés de seis a diez. (4)

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ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL-B.203  
Given oral questions based on  
vocabulary learned, the student  
will respond in simple  
sentences.  
(criterion: 4)

Directions: Ask the student the following questions. The  
answers must be in complete sentences.

For The Dominant Spanish Student:

DIGA: Te voy a hacer unas preguntas en inglés. Contéstame  
en inglés con una oración completa.

- 1 What is your name?
- 2 How many people are in your family?
- 3 What color are your shoes?
- 4 What is your favorite toy?
- 5 Who lives in your home?

ESL Criterion Reference Test

SL B.204  
Given a set of 3 pictures  
representing adjectives,  
the student will mark the  
correct one.  
(criterion: 4)

Name \_\_\_\_\_

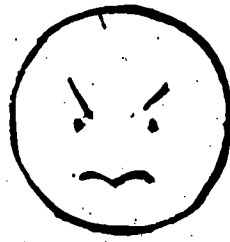
Date \_\_\_\_\_

Directions: Read the following sentences to the student and have him mark the appropriate answer.

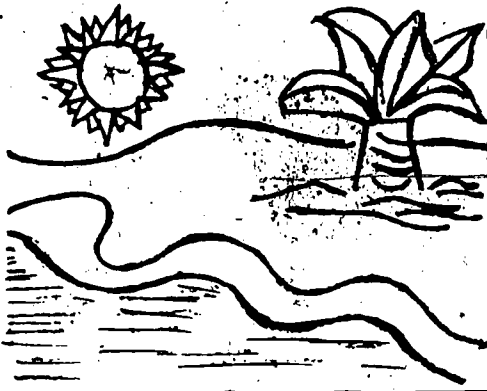
For The Spanish Dominant Student:

DIGA:

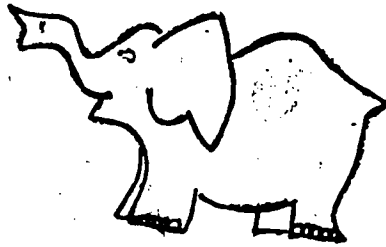
- |   |                      |                  |
|---|----------------------|------------------|
| 1 | Marca con <u>X</u> . | The happy face.  |
| 2 | Marca con <u>X</u> . | Where it is hot. |
| 3 | Marca con <u>X</u> . | The big animal.  |
| 4 | Marca con <u>X</u> . | The clean dress. |
| 5 | Marca con <u>X</u> . | The tall girl.   |



2.



3.



4.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

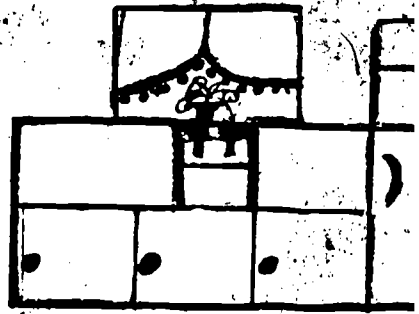
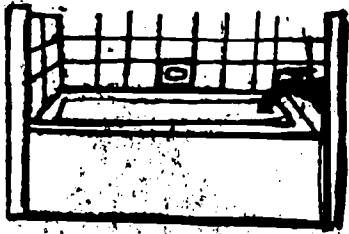
SL B.205

Given a set of 3 pictures of nouns the student will mark the correct one.  
(criterion: 4)

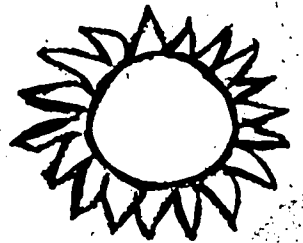
Directions: Read the following sentences to the student and have him mark the appropriate answer.

For The Spanish Dominant Student:

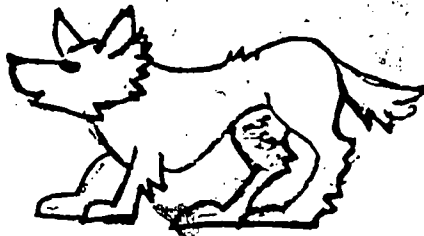
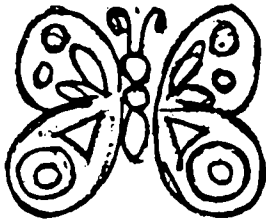
- |   |                      |               |
|---|----------------------|---------------|
| 1 | Marca con <u>X</u> . | The bathroom. |
| 2 | Marca con <u>X</u> . | The sun.      |
| 3 | Marca con <u>X</u> . | The wolf.     |
| 4 | Marca con <u>X</u> . | The mountain. |
| 5 | Marca con <u>X</u> . | The glove.    |



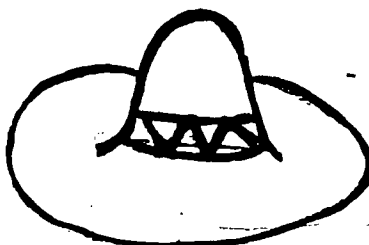
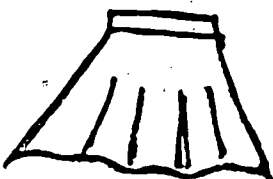
2.



3.



4.



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Dictate the following letters and have the student write them on the grid (accept upper or lower case letters).

For The Dominant Spanish Student:

DIGA: Te voy a dictar unas letras en inglés.

1. En la fila número uno, escribe una letra en cada cuadrado. Escribe (c - m - l).
2. En la fila número dos, escribe una letra en cada cuadrado. Escribe (t - s - n).
3. En la fila número tres, escribe una letra en cada cuadrado. Escribe (f - r - o).
4. En la fila número cuatro, escribe una letra en cada cuadrado. Escribe (a - i - u).
5. En la fila número cinco, escribe una letra en cada cuadrado. Escribe (e - p - g).

SL C 101

Given dictated letter names, the student will write them.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

1.

2.

3.

4.

5.

	350	



ESL Criterion Reference Test

SL C.102

Given pictures of vocabulary words, the student will match the pictures to the correct word. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

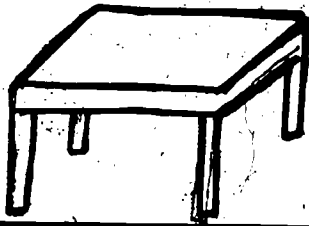
Directions: Have the student look at the picture and draw a line to the matching word.

For The Spanish Dominant Student:

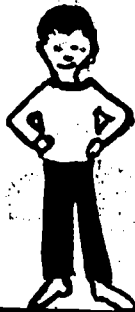
DIGA: Mira los siguientes dibujos. Busca el nombre de cada dibujo. Une con una línea cada dibujo con su nombre.

Name \_\_\_\_\_

Date \_\_\_\_\_



boy



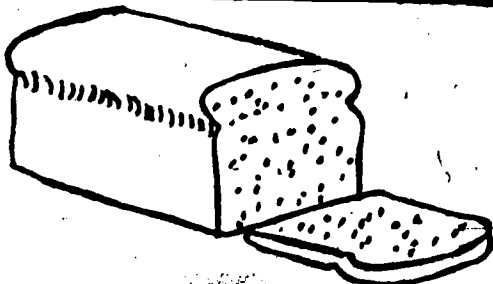
cat



bread



doll



table

ESL Criterion Reference Test

SL C.203

After listening to a story, the student will be able to draw a picture which illustrates the story.

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Read the following story to the student. Have the student draw a picture which will illustrate the story.

For The Spanish Dominant Student:

DIGA: Te voy a leer un cuento. Después que acabe de leerlo haz un dibujo ilustrando el cuento.

On a farm, there live some fat, fat chickens along with others that are very, very thin. The fat chickens are very mean to the thin chickens.

"Please, fat sisters, let us eat!"

"No! The food is only for us."

The fat chickens eat and eat, and the thin chickens are very hungry.

One day Mrs. Brown asks Mr. Brown to get a fat chicken so she can make some soup. "I want a fat, fat chicken, not a thin one. Mmm! I like fat chickens."

"Help! Help! Please, sisters, help us!" cry the fat chickens.

"Why do you want our help now?" ask the thin chickens.

"We are thin and good for nothing".

"Come here, fat chicken, I want you" says Mr. Brown.

Now the fat chickens are soup and the thin chickens are eating on the farm.

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL C.204

Given oral questions based on vocabulary learned, the student will respond in simple sentences. (Criterion: 4)

Directions: Ask the student the following questions. Tell him to respond using a complete sentence. One word answers are not acceptable.

For The Spanish Dominant Student:

DIGA: Te voy a hacer unas preguntas en inglés. Contesta en inglés usando una oración completa.

- 1 Who works in a hospital?
- 2 In what room of the house do you find food?
- 3 What are you wearing?
- 4 Who works at the school?
- 5 What can you buy at the supermarket?

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL D. 101

Given a dictated word, the student will select the grapheme for the initial sound.  
(criterion: 4)

Directions: Read the following words to the student and have him mark the space on the answer sheet that indicates the beginning sound of each word.

SAY: Listen to the word I say. Listen for the beginning sound. Mark the space that indicates the beginning sound.

1. apple
2. mother
3. father
4. indian
5. jacks

ESL Criterion Reference Test

SL D.101  
Given a dictated word, the student  
will select the grapheme for the  
initial sound.  
(criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

SAY: Listen to the word I say. Listen for the beginning sound. Mark the space that indicates the beginning sound.

1	(A) a	(B) o	(C) u
2	(A) n	(B) b	(C) m
3	(A) f	(B) p	(C) v
4	(A) e	(B) i	(C) u
5	(A) h	(B) c	(C) j

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL D.102

Given a dictated vocabulary word,  
the student will select the correct  
word from a list of four.  
(criterion: 4)

Directions: Read the following list of words to the student  
and have the student mark the space that indicates the word  
he hears.

SAY: Listen to the word I say and mark the space that  
indicates the word you hear.

1. bounce
2. should
3. breathe
4. thing
5. slide

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL D.102  
 Given a dictated vocabulary word,  
 the student will select the correct  
 word from a list of four.  
 (criterion: 4)

SAY: Listen to the word I say and mark the space that  
 indicates the word you hear.

1	(A) bounce	(B) count	(C) proud	(D) mouse
2	(A) slower	(B) should	(C) shower	(D) scold
3	(A) breathe	(B) death	(C) breath	(D) dead
4	(A) bring	(B) thing	(C) string	(D) think
5	(A) spill	(B) slip	(C) spoil	(D) slide



ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL D.203

Given a picture with a list of simple sentences, the student will select the sentence which best describes the illustration. (criterion: 4)

**Directions:** Look at the picture. Mark the space that indicates the sentence that best tells what is happening in the picture.



1.

- A. The girl is walking.
- B. The girl is jumping rope.
- C. The girl is eating.
- D. The girl is reading a book.



2.

- A. The boy is seated.
- B. The boy is sleeping.
- C. The boy is running.
- D. The boy is eating.



3.

- A. The girl is riding her bicycle.
- B. The boy is riding his bicycle.
- C. The boy is washing his face.
- D. The boy is riding in a car.



4.

- (A.) The boy is sleeping.
- (B.) The girl is dancing.
- (C.) The boy is writing a letter.
- (D.) The boy is talking on the phone.



5.

- (A.) The family is eating.
- (B.) The girl is eating.
- (C.) The boy is eating.
- (D.) The girl is singing.

ESL Criterion Reference Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL D.204

Given a sentence missing a noun,  
the student will select the word  
which best completes the  
sentence.  
(criterion : 4)

Directions: Mark the space that indicates the word that completes the sentence.

1. The children go to \_\_\_\_\_ .  
 (A) food     (B) school     (C) pants     (D) lamp
  
2. What day of the week follows Monday?  
 (A) arm     (B) rectangle     (C) Tuesday     (D) soup
  
3. I like the red \_\_\_\_\_ .  
 (A) apple     (B) happy     (C) big     (D) blue
  
4. The \_\_\_\_\_ is an animal.  
 (A) foot     (B) store     (C) banana     (D) lion
  
5. When it is cold, I wear my \_\_\_\_\_ .  
 (A) state     (B) river     (C) coat     (D) rain

ESL Criterion Reference Test

SL E. 102

Given a story to read silently while the teacher reads aloud, the student will mark the correct answers to comprehension questions. Read orally. (criterion: 4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Read the story silently, while I read it aloud. Look at the following questions. Mark the space that indicates the correct answer.

The Beach

The children go to the beach to swim and play. "Look, how beautiful the sea is!", says Frank. "Look at the large, round ball!"

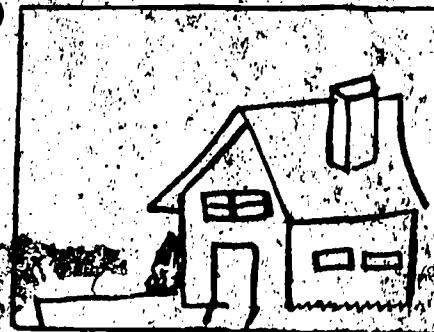
Frank and Bertha run in the sand. They like to collect shells.

1. Mark the space that indicates where the children are going.

A

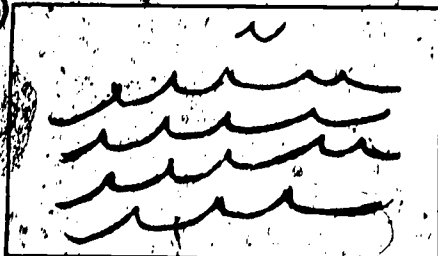


C

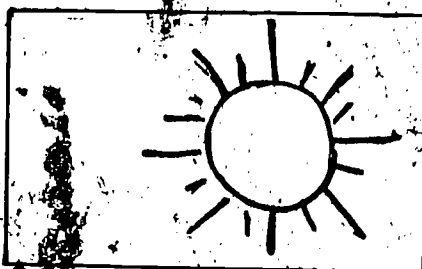


2. Mark the space that indicates what Frank thought was beautiful.

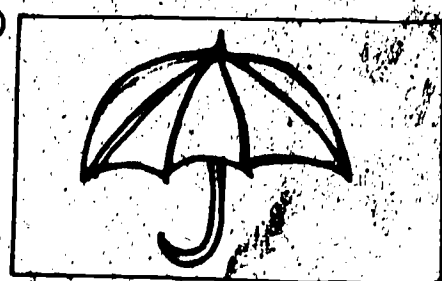
A



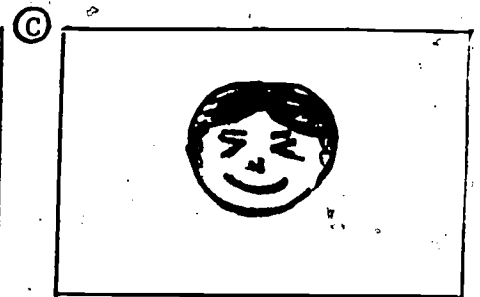
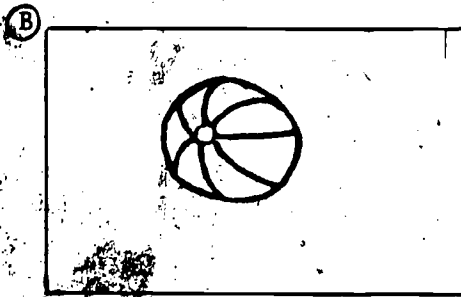
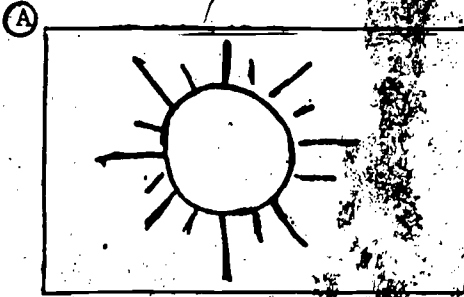
B



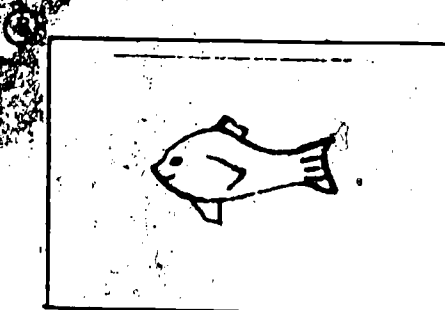
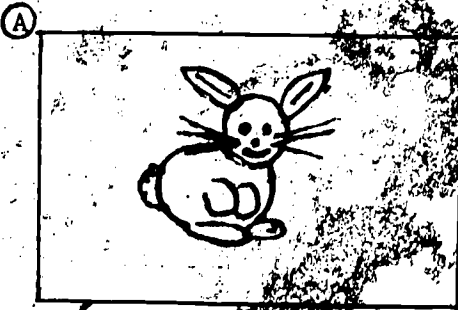
C



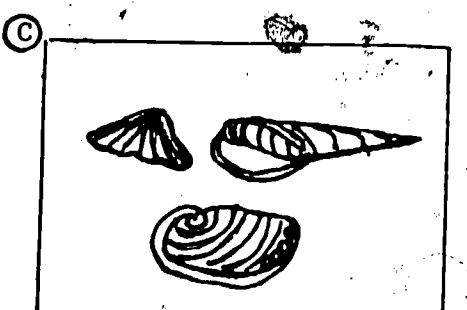
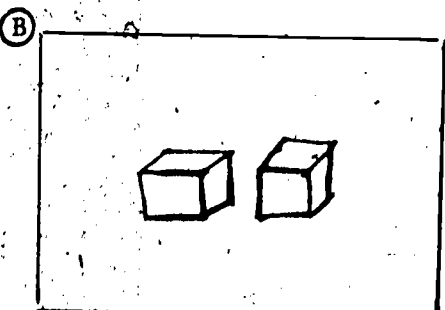
3. Mark the space that indicates what is large and round in the story.



4. Mark the space that indicates the drawing that shows who runs in the sand.



5. Mark the space that indicates the drawing that shows what the children like to collect at the beach.



ESL Criterion Test

Name \_\_\_\_\_

Date \_\_\_\_\_

SL E. 203  
Given 5 words, the student will  
use each one correctly in a  
simple sentence.  
(criterion: 4)

Directions: Have the student write five complete sentences  
using the following vocabulary words. The teacher will  
mark  T or  F, on the answer sheet accordingly.

SAY: Look at the word. Write a complete sentence using  
the word.

1. uncle	
2. paper	
3. penguin	
4. autumn	
5. hotel	

364

SL E. 204

Given a story, the student will read it and mark the correct answers to comprehension questions. ( criterion: 4)

## ESL Criterion Reference Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the story silently. Look at the following questions. Mark the space that indicates the correct answer.

### The Autumn

Autumn is one of the four seasons of the year. It comes after summer and before winter. The days are much shorter than in summer. Many times the sky is cloudy and it is cold. The birds go to warmer places. The leaves are yellow and red. They are no longer green. Vacation is over and the students go back to school where they study again.

1. How many seasons are there in a year?

- (A) There are five.
- (B) There are fourteen.
- (C) There are four.
- (D) There are six.

2. What are the days like in autumn?

- (A) The days are nice.
- (B) The days are bad.
- (C) The days are long.
- (D) The days are short.

3. Where do the birds go?
- (A) They go where it is cooler.
  - (B) They go where it is cold.
  - (C) They go where there are trees.
  - (D) They go where it is warm.
4. How do the leaves look?
- (A) The leaves are ugly.
  - (B) The leaves are yellow and red.
  - (C) The leaves are large.
  - (D) The leaves are small.
5. What do the students do after vacation?
- (A) The students go to school.
  - (B) The students go to the beach.
  - (C) The students go to the mountain.
  - (D) The students go to the show.



E S L Criterion Reference Test

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SL F.101

Given five words, the student will use each one correctly in a sentence. ( criterion: 4)

DIRECTIONS TO THE TEACHER: Mark **(T)** on the answer sheet for each correct complete sentence written and **(F)** for each incorrect sentence.

DIRECTIONS: Read the words below. On a separate piece of paper, write a complete sentence with each word.

① mountains

② city

③ winter

④ doctor

⑤ newspaper

DL F. 107  
Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

E S L Criterion Reference Test

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Read the story below. Mark the space that indicates the correct answer for each question.

MARY

Mary's family is watching television. They are watching television in the living room. Mary is not watching television. She is studying English.

Tom's family is also watching television. Tom is not watching television. He is studying Spanish. Tom calls Mary on the phone.

1. What is Mary's family watching?

- (A) television
- (B) telephone
- (C) a movie
- (D) a game

2. Where are they watching television?

- (A) the kitchen
- (B) the dining room
- (C) the living room
- (D) the bathroom

E. S. L. Criterion Reference Test

21 P. 107  
Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

3. What is Mary studying?

- (A) Spanish
- (B) English
- (C) reading
- (D) television

4. What is Tom studying?

- (A) television
- (B) math
- (C) English
- (D) Spanish

5. Who is Tom calling on the telephone?

- (A) his family
- (B) Mary
- (C) Spanish
- (D) Marta

E S L Criterion Referente Test

SL F. 203  
Given a topic, the student  
will give a short talk  
stating five details.  
(criterion: 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**DIRECTIONS TO THE TEACHER:** The student should give you 5 details about one of the following topics.

Each detail corresponds with one item. Mark  on the answer sheet next to each item (1 - 5) for each correct detail. If the student gives fewer than five details, mark the remaining items .

**SAY:** Read the following topics. Choose one and give five details about the topic.

- ① The Supermarket
- ② The School
- ③ The Family
- ④ My Favorite Friends
- ⑤ A Party

E S L Criterion Reference Test

SL F.204

Given five sentences, the student will select the correct verb form in the present tense (criterion: 4).

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**DIRECTIONS:** Read the sentences below. Mark the space that indicates the correct answer.

1. I \_\_\_\_\_ Tom.

(A) am

(B) is

(C) are

2. The girl \_\_\_\_\_ pretty.

(A) are

(B) am

(C) is

3. I \_\_\_\_\_ on the telephone.

(A) talk

(B) talks

(C) talking

4. She \_\_\_\_\_ television.

(A) watch

(B) watches

(C) watching

5. You \_\_\_\_\_ Spanish.

(A) study

(B) studies

(C) studying

E S L Criterion Reference Test

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Read the sentences. Mark the space that indicates the correct answer.

1. I \_\_\_\_\_ at the beach.

- (a) are       (b) am       (c) is       (d) were

2. John \_\_\_\_\_ nice.

- (a) is       (b) am       (c) were       (d) are

3. He \_\_\_\_\_ a doctor.

- (a) were       (b) are       (c) am       (d) is

4. We \_\_\_\_\_ in the class.

- (a) am       (b) was       (c) are       (d) is

5. You \_\_\_\_\_ sick.

- (a) is       (b) are       (c) was       (d) am

DL 67101  
Given an incomplete sentence, the student will select the correct form of the verb to be. (criterion: 4)

E S L Criterion Reference Test

SL G. 102  
Given a reading selection, the student will read it and mark the correct answers to the comprehension questions.  
(criterion: 4)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Read the selection. Mark the space that indicates the correct answer for each question.

Mexico City

Mexico City is a beautiful city. It is located on a plateau in the center of the country. There are mountains all around the city.

Like the majority of hispanic cities, there is an immense difference between the old neighborhood and the new neighborhood. The old neighborhood has many Spanish influences.

The Zócalo is an old plaza. It is located in the old part of the city. Mexico's famous cathedral and government buildings are in the Zócalo. Although the buildings are very old, they are very beautiful.

1. What is Mexico City like?

(A) ugly

(B) beautiful

(C) small

(D) pretty

E S L Criterion Reference Test

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions. (criterion: 4)

2. Where is Mexico City located?

- (A) in the south of the country
- (B) in the east of the country
- (C) in the north of the country
- (D) in the center of the country

3. Who influenced the old town?

- (A) French
- (B) American
- (C) Spanish
- (D) English

4. What is the Zócalo?

- (A) an old plaza
- (B) a beautiful park
- (C) an interesting museum
- (D) an old building



E S L Criterion Reference Test

SL 4. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions.  
(criterion: 4)

5. What is found in the city?

the famous cathedral

modern buildings

a park

many animals

SL G.203

Given ten words that are related,  
the student will write a para-  
graph using at least five of the  
words.

F. S. L. Criterion Reference Test

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS TO THE TEACHER: Mark (T) next to item number one on the answer sheet if the student writes a correct paragraph and (F) if it is incorrect.

DIRECTIONS: Read the list of words. Select at least 5 words and write a paragraph.

1. city
2. street
3. building
4. neighborhood
5. stop
6. people
7. taxi
8. bus
9. policeman
10. hospital

Given 5 sentences, the student will select the correct irregular verb in the present or simple future.  
(criteria: 1/1)

E S L Criterion Reference Test

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Read each sentence. Mark the space that indicates the correct answer.

1. He \_\_\_\_\_ to school every day.  
 (A) goes       (B) eats       (C) played       (D) sleeps
  
2. They \_\_\_\_\_ coming to the party.  
 (A) going       (B) is       (C) are       (D) not
  
3. The student \_\_\_\_\_ not come early.  
 (A) do       (B) does       (C) never       (D) is
  
4. That girl \_\_\_\_\_ all the time.  
 (A) crying       (B) are talking       (C) looking       (D) is laughing
  
5. \_\_\_\_\_ a very tall person.  
 (A) They are       (B) I am       (C) Is       (D) Not

APPENDIX XII

Kindergarten thru Sixth Grade SSL  
Criterion Reference Tests

SSL Criterion Reference Test

SL A.101  
Given crayons of the five primary colors, the student will be able to name each color.  
(criterion:4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones:

Muéstrele al estudiante los crayones. Pídale al estudiante que le diga el color que representa el crayón (rojo, verde, amarillo, anaranjado, azul).

For Dominant English Student:

SAY: How do you say the color of this crayon in Spanish?

379

SSL Criterion Reference Test

SL A.102  
Given pictures of members of a family, the students will be able to name each member. (criterion: 4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Muestrele al estudiante los siguientes dibujos: mama, papa, hermano, hermana, bebé. Pídale al estudiante que los nombre.

For Dominant English Student:

SAY: This is a family. Tell me the names of these persons in Spanish.



SSL Criterion Reference Test

SL A: 103

Given pictures of parts of the body, the student will name the parts represented. (criterion: 4)

Nombre \_\_\_\_\_

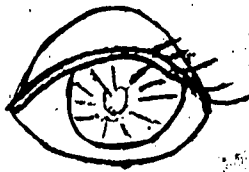
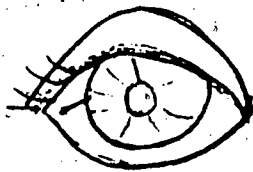
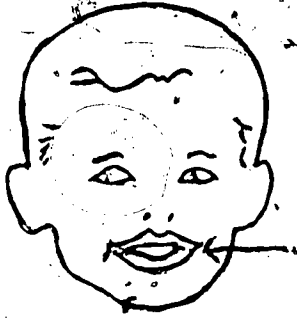
Fecha \_\_\_\_\_

Instrucciones: Muestrele al estudiante los siguientes dibujos. (ojos, nariz, boca, manos, pies) Pídale al estudiante que los nombre.

For Dominant English Student:

Say:

Tell me the names of these parts of the body in Spanish.



SSI. Criterion Reference Test

Nombre \_\_\_\_\_

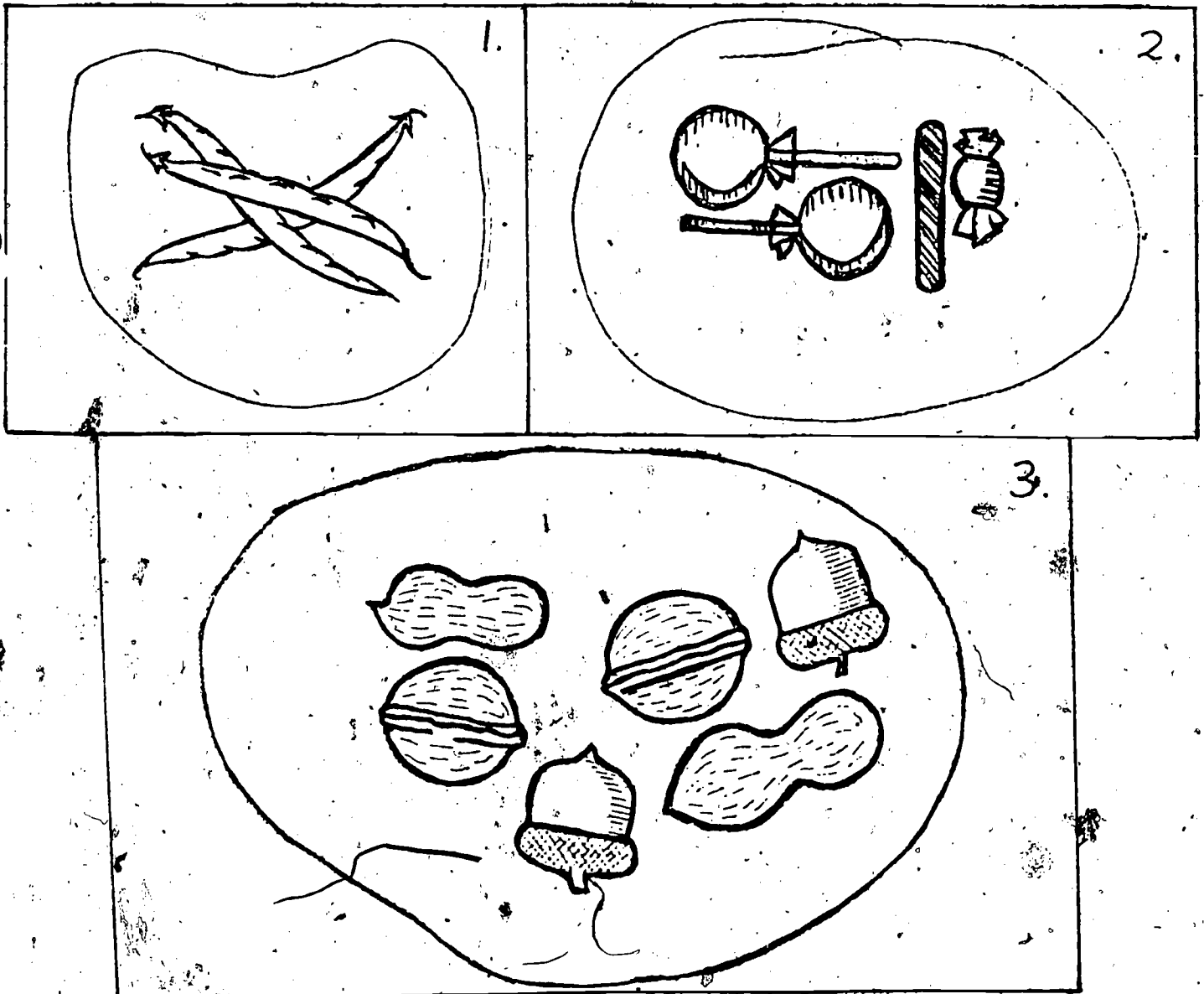
Fecha \_\_\_\_\_

SL A.204.  
Given number set pictures (1-10)  
the student will name the number  
represented.  
(criterion:4)

Instrucciones: Enséñele al estudiante los dibujos de conjuntos  
y pídale que nombre el numeral representado.

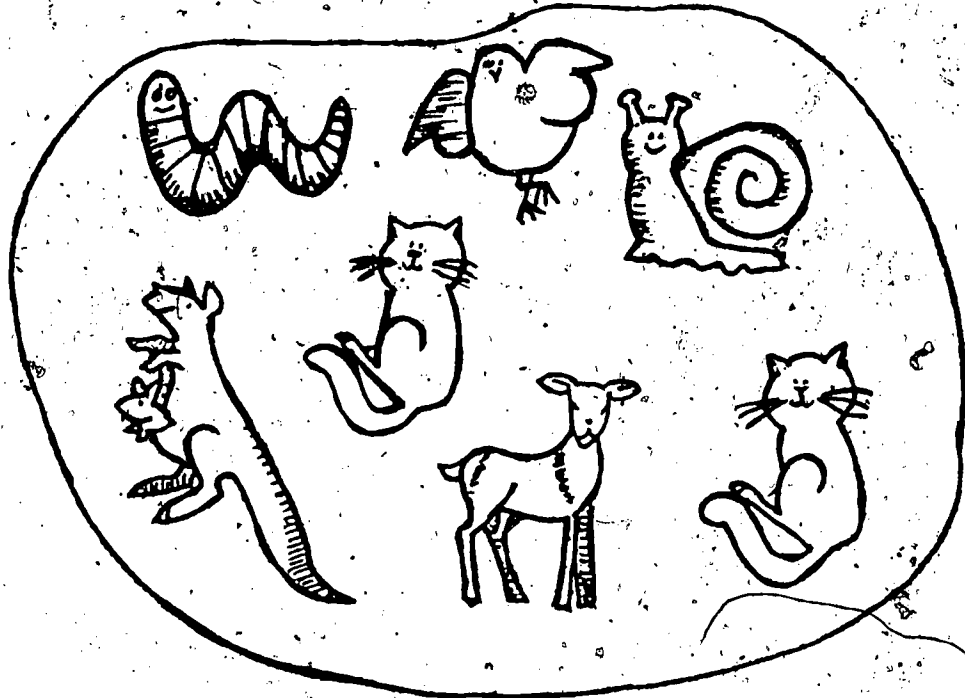
For Dominant English Student:

SAY: Tell me the number of things you see in each set in Spanish.

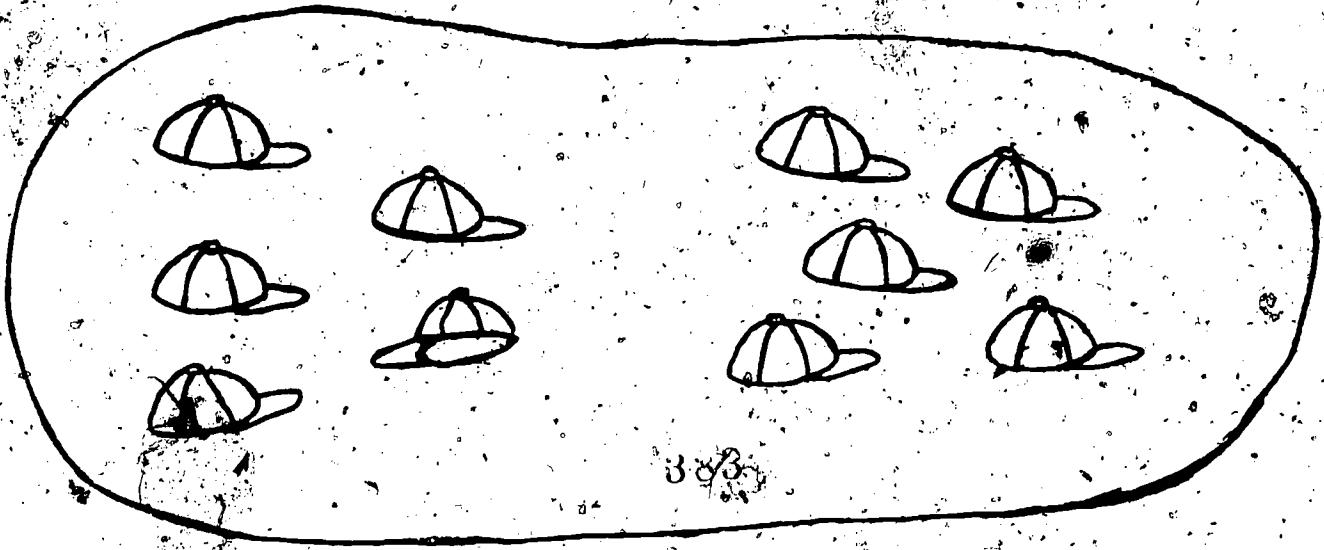




4



5



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL A.205  
Given a question, the student  
will respond with the correct  
expression of courtesy.  
(criterion:4)

Directions: Ask the student the following questions:

For The Dominant English Student:

DIGA:

- 1 When I give you a candy, what should you say to me in Spanish (Gracias)
- 2 When you ask me for something, what should you say to me in Spanish? (por favor)
- 3 When I say "How are you?", what should you say to me in Spanish? (muy bien, gracias)
- 4 When you arrive at the classroom in the morning, what should you say to me in Spanish? (Buenos Dias)
- 5 When you go home, what should you say to me in Spanish? (Adios)

SSL Criterion Reference Test

SL A.206  
Given pictures of common fruits  
and vegetables, the student will  
name the objects represented.  
(criterion:4)

Nombre \_\_\_\_\_

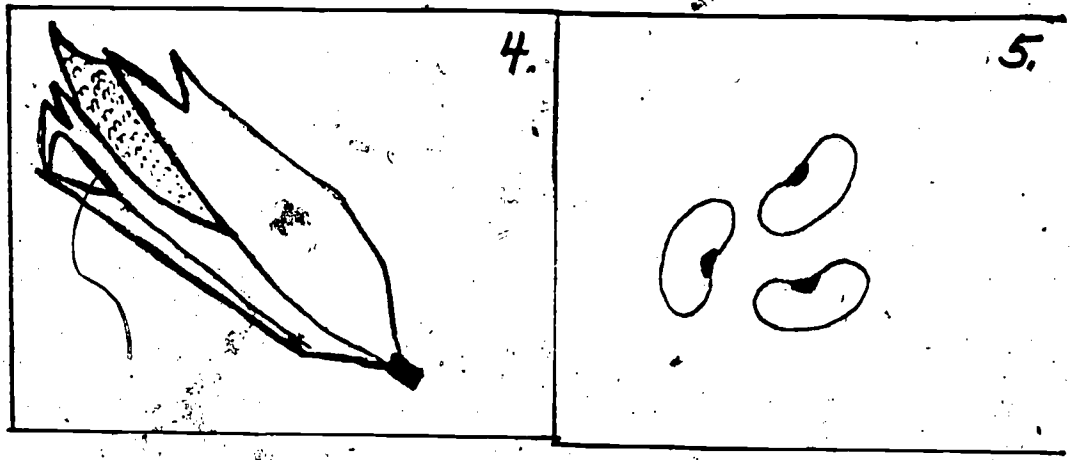
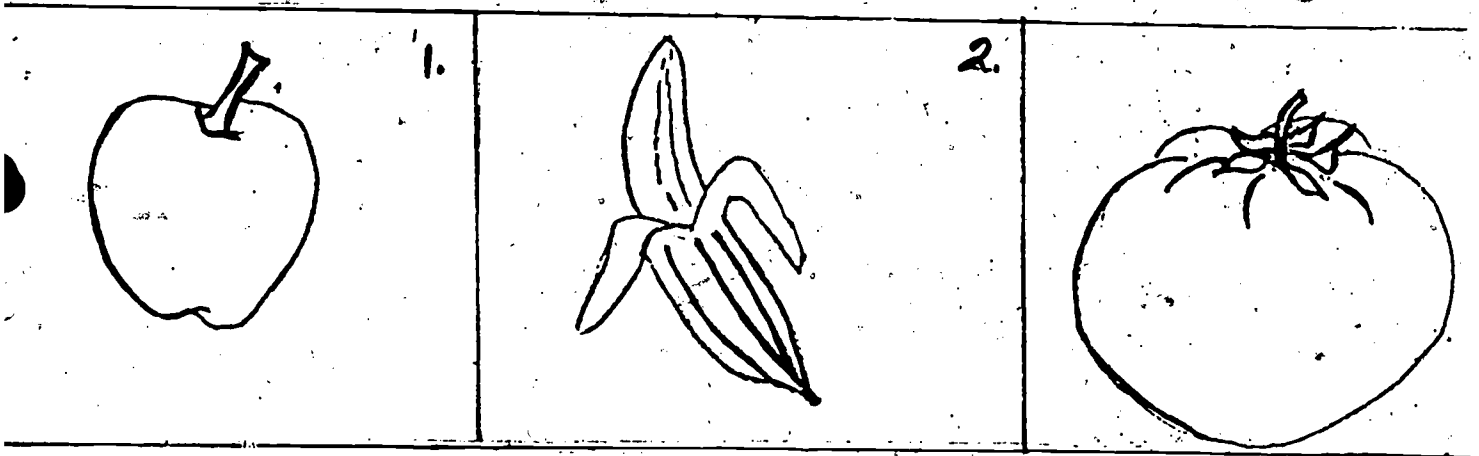
Fecha \_\_\_\_\_

Instrucciones: Muestre al estudiante los siguientes dibujos:  
manzana, platano, tomate, maiz, frijoles. Pídale al estudiante  
que los nombre.

For The Dominant English Student:

SAY:

Tell me the names of these pictures in Spanish.



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

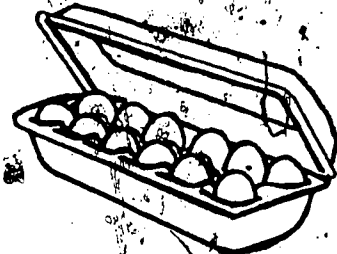
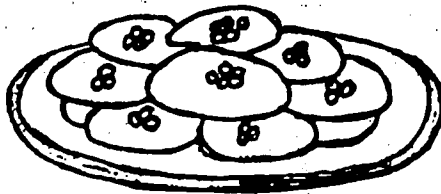
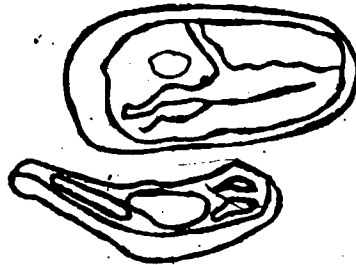
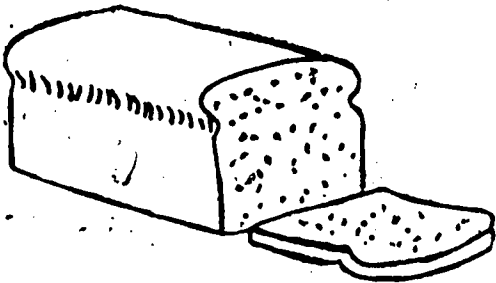
SL A.207  
Given pictures of foods, the student will name the food represented.  
(criterion:4)

Instrucciones: Muéstrelle al estudiante los siguientes dibujos: pan, carne, leche, galletas, huevos. Pídale al estudiante que los nombre.

For Dominant English Student:

SAY:

Tell me the names of the pictures in Spanish.



SSL Criterion Reference Test

SL A.208  
Given pictures of domestic and wild animals, the student will be able to name the animals represented. (criterion:4)

Nombre \_\_\_\_\_

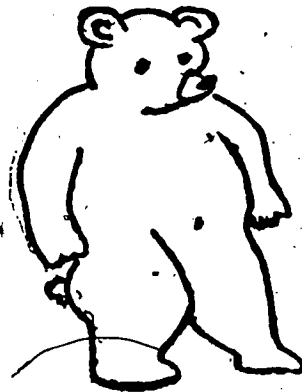
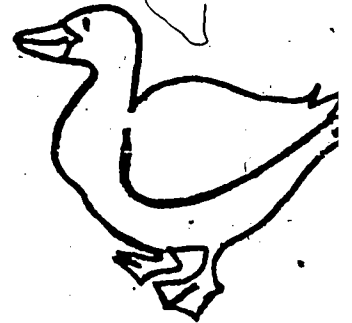
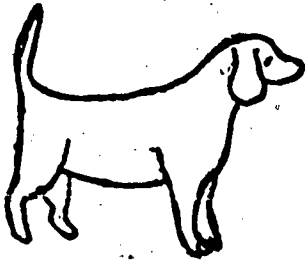
Fecha \_\_\_\_\_

Instrucciones: Muéstrole al estudiante los siguientes dibujos: pato, perro, gato, caballo, oso. Pídale al estudiante que los nombre.

For The Dominant English Student:

SAY:

Tell me the names of the pictures in Spanish.



SSL Criterion Reference Test

SL A.209  
Given pictures of clothing, the student will name the articles. (criterion: 4)

Nombre \_\_\_\_\_

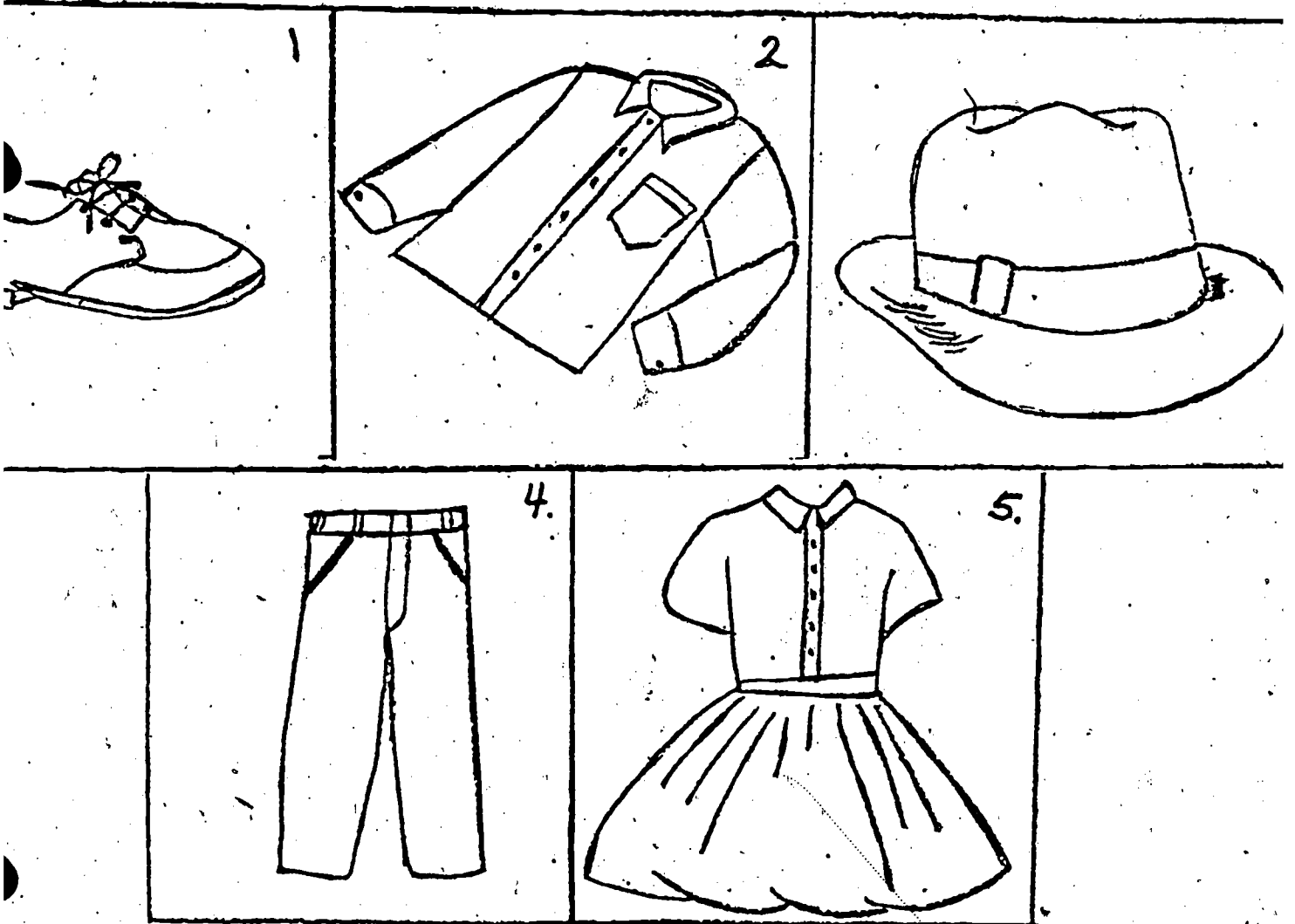
Fecha \_\_\_\_\_

Instrucciones: Muéstrale al estudiante los siguientes dibujos: zapato, camisa, sombrero, pantalones, vestido. Pídale al estudiante que los nombre.

For The Dominant English Student:

DIGA:

Tell me the names of the pictures in Spanish.



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

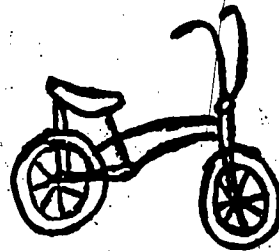
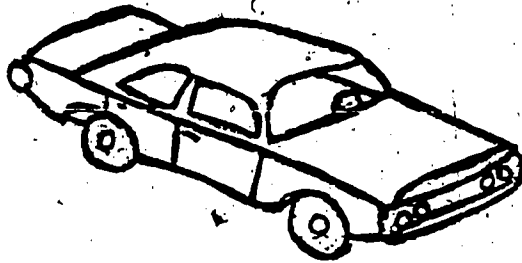
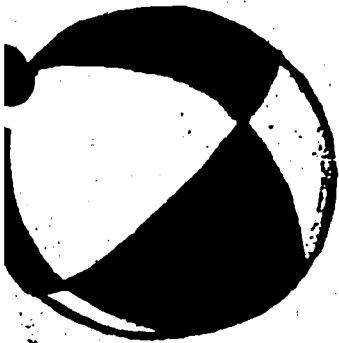
SL A.210  
Given pictures of toys, the student will name the objects represented.  
(criterion: 4)

Instrucciones: Muéstrela al estudiante los siguientes dibujos: pelota, carro, avión, muñeca, bicicleta. Pídala al estudiante que los nombre.

For The Dominant English Student:

SAY:

Tell me the names of the pictures in Spanish.



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Dele al estudiante las siguientes instrucciones antes de que le de cada par de órdenes.

For The English Dominant Student:

DIGA:

- 1 Levántate y abre la puerta.
- 2 Ve a la pizarra y escribe tu nombre.
- 3 Trae un libro y ábrelo.
- 4 Trae tu lápiz y dámelo.
- 5 Levanta la mano y tocate la nariz.

390



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL B.102  
Given oral questions based on  
vocabulary learned, the  
student will respond orally.  
(criterion: 4)

Instrucciones: Pídale al estudiante que conteste las siguientes preguntas. No necesita responder con oración completa.

For The Dominant English Student:

SAY:

- 1 Tell me in Spanish the names of five animals.  
(4 out of 5 = correct)
- 2 Tell me in Spanish the names of five parts of the body.  
(4 out of 5 = correct)
- 3 Tell me in Spanish five things you eat.  
(4 out of 5 = correct)
- 4 Tell me in Spanish what you are wearing.  
(4 out of 5 = correct)
- 5 Count in Spanish from six to ten.  
(4 out of 5 = correct)

391

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Pídale al estudiante que conteste las siguientes preguntas. Debe responder con una oración completa.

For The Dominant English Student:

SAY: Now I am going to ask you some questions in Spanish. Answer in Spanish in a complete sentence.

1. ¿Cómo te llamas?
2. ¿Cuántas personas hay en tu familia?
3. ¿De que color son tus zapatos?
4. ¿Cuál es tu juguete favorito?
5. ¿Quién vive en tu casa?

392

SSL Criterion Reference Test

SL B. 204

Given a set of 3 pictures representing adjectives, the student will mark the correct one. (criterion: 4)

Nombre \_\_\_\_\_

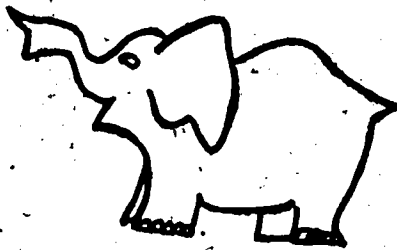
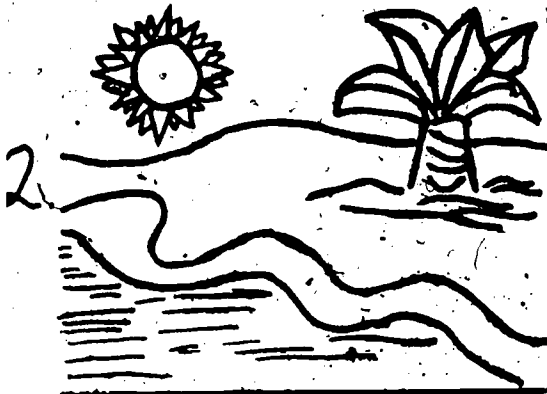
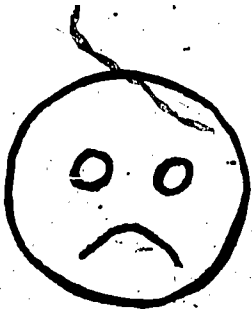
Fecha \_\_\_\_\_

Instrucciones: Leale al estudiante las siguientes oraciones y pídale que marque la respuesta correcta.

For The English Dominant Student:

SAY:

- |                          |                    |
|--------------------------|--------------------|
| 1 Mark with an <u>X.</u> | La cara contenta.  |
| 2 Mark with an <u>X.</u> | Donde hace calor.  |
| 3 Mark with an <u>X.</u> | El animal grande.  |
| 4 Mark with an <u>X.</u> | El vestido limpio. |
| 5 Mark with an <u>X.</u> | La niña alta.      |



SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

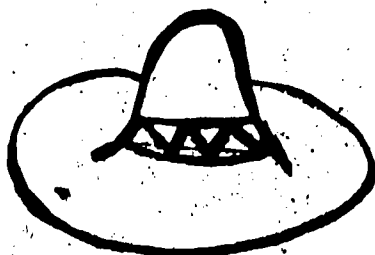
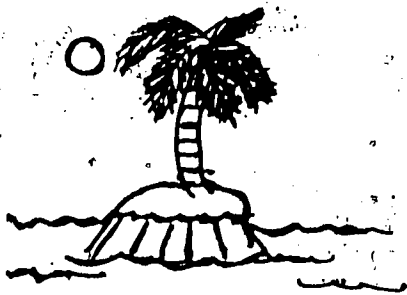
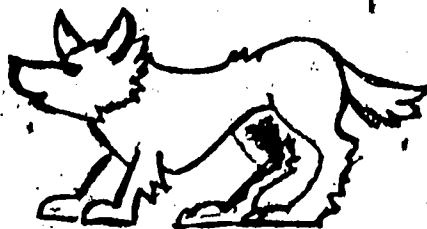
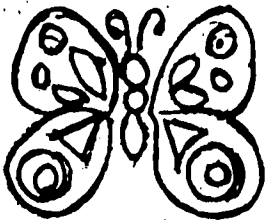
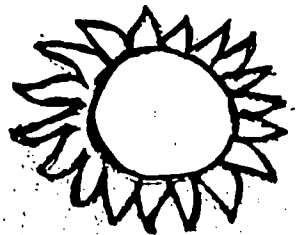
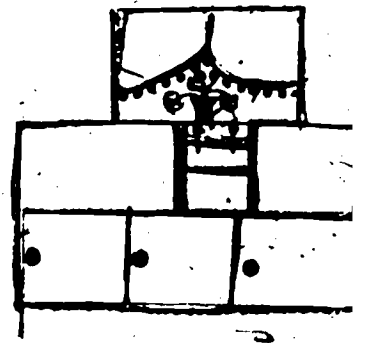
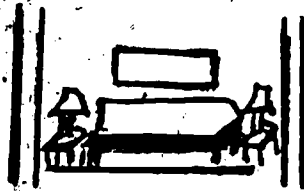
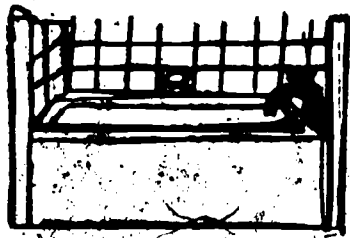
SL B.295  
Given a set of 3 pictures of  
nouns the student will mark the  
correct one.  
(criterion: 4)

Instrucciones: Leale al estudiante las siguientes frases y  
pidale que marque la respuesta correcta.

For The Dominant English Student:

SAY:

- |                            |                    |
|----------------------------|--------------------|
| 1 Mark with an <u>X</u> .  | El cuarto de baño. |
| 2. Mark with an <u>X</u> . | El sol.            |
| 3 Mark with an <u>X</u> .  | El lobo.           |
| 4 Mark with an <u>X</u> .  | La montaña.        |
| 5 Mark with an <u>X</u> .  | El guante.         |



SL C.101

Given dictated letter names, the student will write them.  
(criterion: 4)

## SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Dicte las siguientes letras y el estudiante las escribira en el cuadrado apropiado. (Se aceptan letras mayúsculas o minúsculas.)

### For The English Dominant Student:

SAY: I'm going to say some letters of the alphabet in Spanish. Write the letter I say in the correct box.

- 1 Look at row number 1 and write one letter in each box (ch, m, l).
- 2 Look at row number 2 and write one letter in each box (t, s, ñ).
- 3 Look at row number 3 and write one letter in each box (ll, r, o).
- 4 Look at row number 4 and write one letter in each box (a, i, u).
- 5 Look at row number 5 and write one letter in each box (e, p, g).

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Bilingual Education - Hayward Unified School District

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

1.

2.

3.

4.

5.


398



SSL Criterion Reference Test

SL C.102

Given pictures of vocabulary words, the student will match the pictures to the correct word. (criterion: 4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

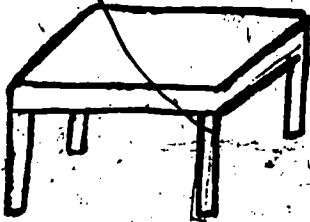
Instrucciones: Pídale al estudiante que mire el dibujo y que trace una línea a la palabra que corresponde.

For The English Dominant Student:

Say: Look at the row of pictures. Find the name of each picture in Spanish. Trace a line from each picture to its name.

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_



el niño



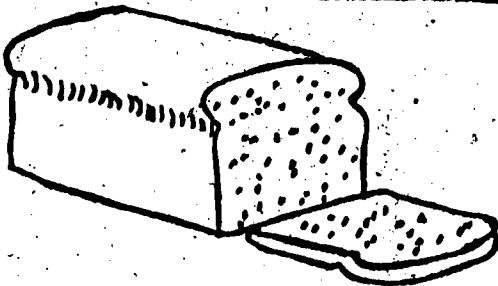
el gato



el pan



la muñeca



la mesa

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Leale el cuento al estudiante, despues ef hara un dibujo que ilustre el cuento.

For The English Dominant Student:

SAY: I am going to read a story to you. When I finish reading the story, draw a picture illustrating it.

En una granja viven unas gallinas gordas, gordas y otras flacas, flacas. Las gallinas gordas son muy malas con las flacas.

"Por favor, hermanas gordas, déjenos comer". "Eso sí que no! ¡La comida es para nosotras! ¡Váyanse!"

Las gallinas gordas comen y comen. Y las gallinas flacas tienen mucha hambre.

Un día la Sra. García le pide una gallina al Sr. García para hacer sopa. "Sí, voy por las gallinas más gordas. Quiero una gallina gorda, gorda y no flaca, flaca. M-m-m me gustan las gallinas gordas!"

¡"Socorro, socorro! Por favor, hermanitas flacas, ayúdenos!"

"¿Porqué ahora? Nosotras somos flacas y buenas para nada."

"¡Venga para acá, gallinita gorda!" dice el Sr. García.

Ahora las gallinas gordas son sopa y las flacas comen en la granja.

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL C.204

Given oral questions based on vocabulary learned, the student will respond in simple sentences. (Criterion: 4)

Instrucciones: Pregúntele al estudiante las siguientes preguntas. Dígale que conteste con una oración simple. (No acepte respuestas de una sola palabra.)

For The English Dominant Student:

SAY: I am going to ask you some questions in Spanish. Answer in Spanish using a complete sentence.

- 1 ¿ En qué cuarto de la casa se hace la comida?
- 2 ¿ Qué ropa llevas puesta?
- 3 ¿ Quién trabaja en un hospital?
- 4 ¿ Quién trabaja en la escuela?
- 5 ¿ Qué se puede comprar en el supermercado?

SSL Criterion-Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Leale las siguientes palabras al estudiante.  
Pidale que marque el espacio en la página de respuestas.

DIGA: Escucha la palabra que digo. Escucha el sonido inicial. Marca el espacio que indica el sonido inicial.

1. avión
2. mamá
3. fresa
4. iglesia
5. jefe

SL D.101

Given a dictated word, the student will select the grapheme for the initial sound.  
(criterion: 4)

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL D. 101  
 Given a dictated word, the student  
 will select the grapheme for the  
 initial sound.  
 (criterion: 4)

DIGA: Escucha la palabra que digo. Escucha el sonido  
 inicial, Marca el espacio que indica el sonido  
 inicial.

1	(A) a	(B) o	(C) u
2	(A) h	(B) b	(C) m
3	(A) f	(B) p	(C) v
4	(A) e	(B) i	(C) u
5	(A) h	(B) c	(C) j

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Leale las siguientes palabras al estudiante.  
Pidale que marque el espacio que indica la palabra que oye.

DIGA: Escucha la palabra que digo y marca el espacio  
que indica la palabra que oyes.

1. tigre
2. amarillo
3. sala
4. apio
5. maestro

SL D. 102

Given a dictated vocabulary word,  
the student will select the correct  
word from a list of four.  
(criterion: 4)

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL D.102

Given a dictated vocabulary word, the student will select the correct word from a list of four. (criterion: 4)

DIGA: Escucha la palabra que digo y marca el espacio que indica la palabra que oyes.

1 tigre (A)	tarde (B)	libre (C)	carro (D)
2 anaranjado (A)	amarillo (B)	cerillo (C)	bandera (D)
3 sala (A)	palo (B)	salsas (C)	salta (D)
4 árbol (A)	apenas (B)	apfo (C)	sabio (D)
5 mandar (A)	madrasta (B)	muestra (C)	maestro (D)

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SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL D. 203

Given a picture with a list of simple sentences, the student will select the sentence which best describes the illustration

Instrucciones: Fíjate en el dibujo. Marca el espacio que indica la oración que dice lo que está pasando en el dibujo.



1.

- A. La niña camina.
- B. La niña brinca la cuerda.
- C. La niña come.
- D. La niña lee.



2.

- A. El niño está sentado.
- B. El niño duerme.
- C. El niño corre.
- D. El niño come.



3.

- A. La niña anda en bicicleta.
- B. El niño anda en bicicleta.
- C. El niño se lava la cara.
- D. El niño anda en carro.

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4.

- (A) El niño duerme.
- (B) La niña baila.
- (C) El niño escribe.
- (D) El niño habla por teléfono.



5.

- (A) La familia come.
- (B) La niña come.
- (C) El niño come.
- (D) La niña canta.

SL D.204

Given a sentence missing a noun,  
the student will select the word  
which best completes the sentence.  
(criterion: 4)

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Lee la oración. Marca el espacio que indica la palabra que completa la oración.

1. Los niños van a la \_\_\_\_\_  
 (A) comida     (B) escuela     (C) pantalones     (D) lampara
  
2. El segundo día de la semana es \_\_\_\_\_  
 (A) brazo     (B) rectangulo     (C) martes     (D) ropa
  
3. La \_\_\_\_\_ me gusta mucho.  
 (A) manzana     (B) feliz     (C) grande     (D) azul
  
4. El \_\_\_\_\_ es un animal.  
 (A) pie     (B) estufa     (C) platano     (D) león
  
5. Cuando hace frío me pongo mi \_\_\_\_\_  
 (A) estado     (B) rio     (C) abrigo     (D) eluvia

SSL Criterion Reference Test

SL E.101 SP  
 Given a noun, the student will  
 select the missing gender.  
 (criterion: 4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

Instrucciones: Lee la palabra y marca el espacio que indica el artículo que corresponde.

1. pato	(A) el	(B) la	(C) lo	(D) los
2. sandia	(A) el	(B) la	(C) lo	(D) las
3. elefante	(A) el	(B) la	(C) lo	(D) los
4. lápiz	(A) el	(B) la	(C) lo	(D) las
5. doctora	(A) el	(B) la	(C) lo	(D) los

SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

SL E. 102

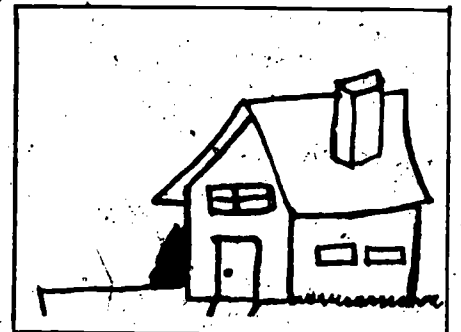
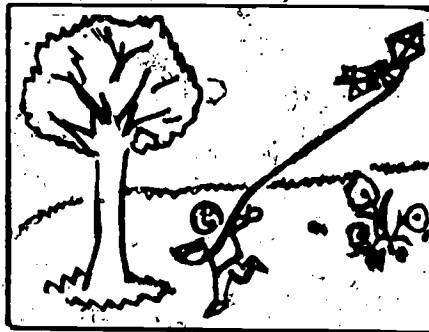
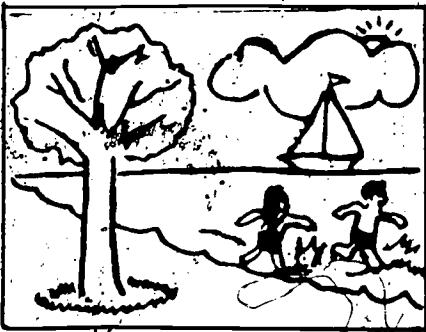
Given a story to read silently while the teacher reads aloud, the student will mark the correct answers to comprehension questions. Read orally. (criterion: 4)

Instrucciones: Lee el cuento en silencio mientras que yo lo leo en voz alta. Fijate en las siguientes preguntas. Marca el espacio que indica la respuesta correcta.

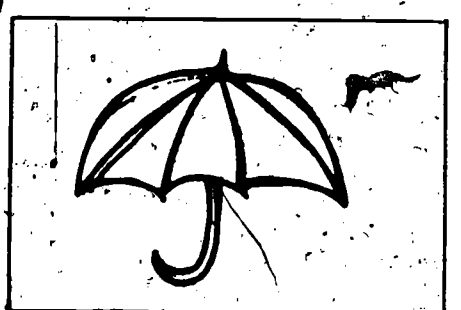
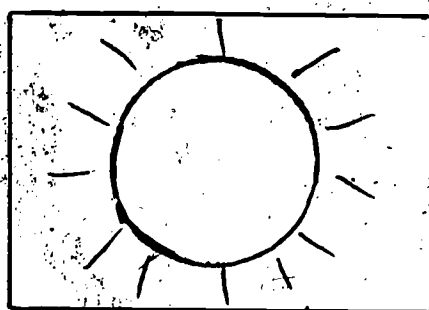
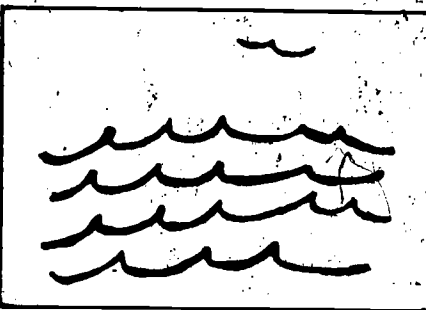
La Playa

Los niños van a la playa a nadar y jugar. "¡Mira que lindo es el mar!", dice Paco. "Mira la pelota grande y redonda!" Paco y Berta corren en la arena. Les gusta coleccionar las conchas.

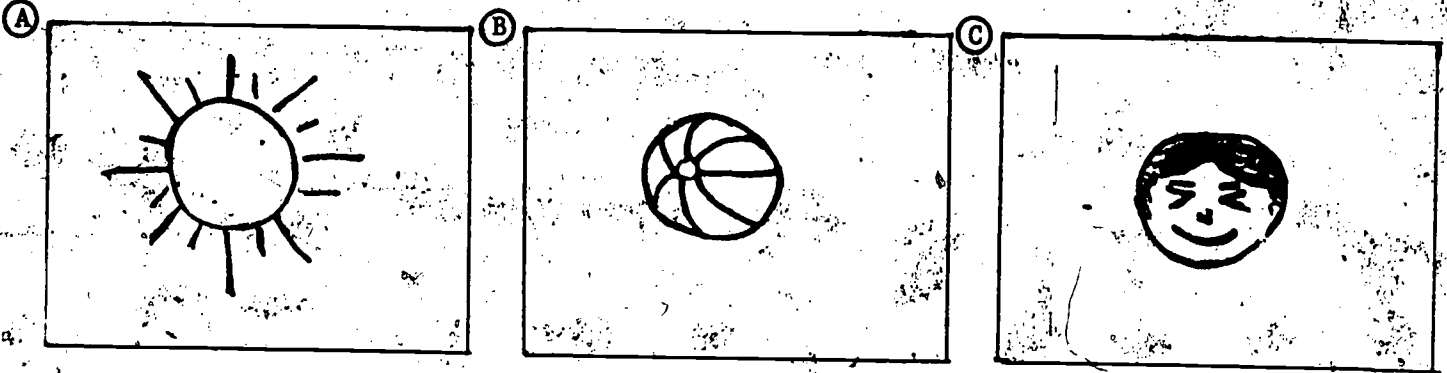
1. Marca el espacio que indica el dibujo que dice adónde van los niños.



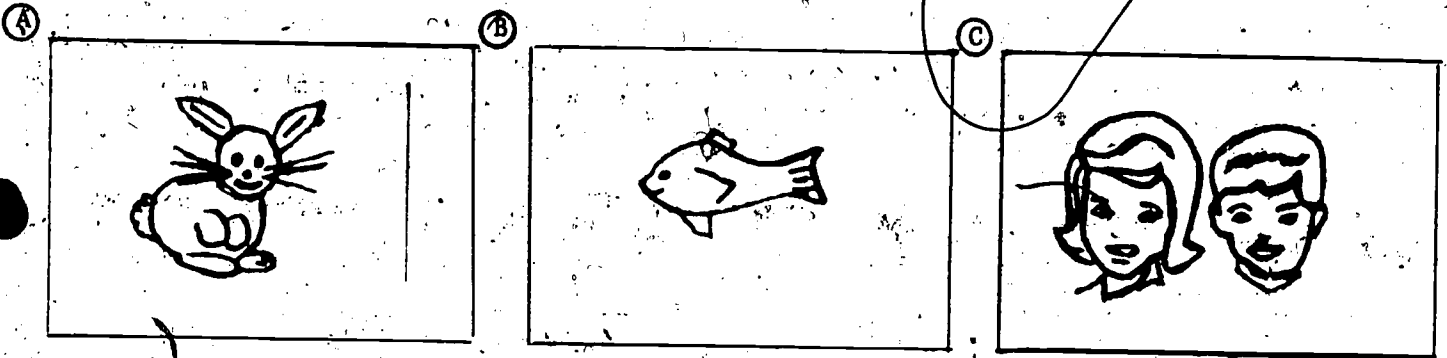
2. Marca el espacio que indica el dibujo de lo que Paco dice que es lindo.



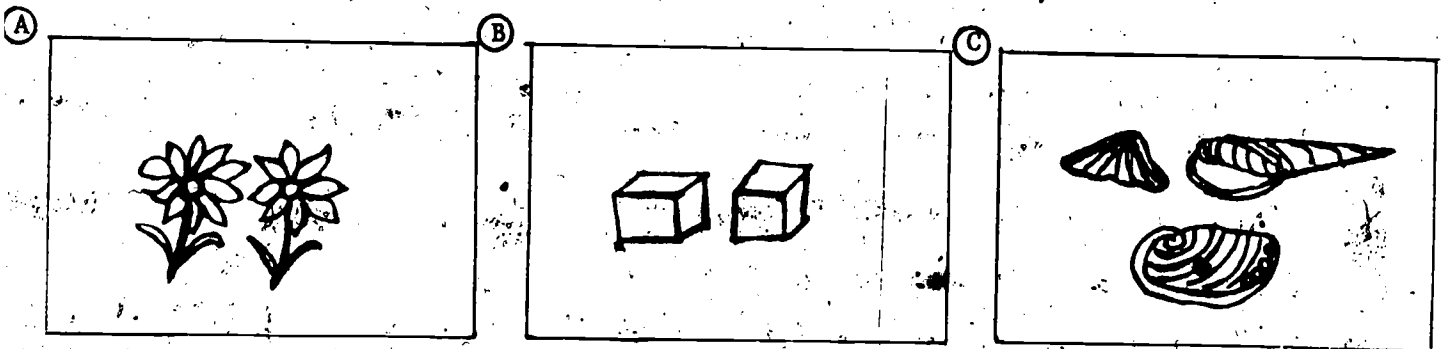
3. Marca el espacio que indica el dibujo de lo que era grande y redondo en el cuento.



4. Marca el espacio que indica el dibujo que te dice quien corre en la arena.



5. Marca el espacio que indica el dibujo de lo que les gusta coleccionar en la playa.



SSL Criterion Reference Test

SL E. 203  
Given 5 words, the student will use each one correctly in a simple sentence.  
(criterion: 4)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

**Instrucciones:** Pídale al estudiante que escriba cinco oraciones completas usando las siguientes palabras. La maestra marcará el espacio  o  en la hoja de respuestas.

**DIGA:** Fíjate en las siguientes palabras. Escribe una oración completa con cada una.

1. el tío	
2. el papel	
3. el pinguino	
4. el otoño	
5. el hotel	

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SL E. 204

Given a story, the student will read it and mark the correct answers to comprehension questions. ( criterion: 4)

## SSL Criterion Reference Test

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

**Instrucciones:** Lee el cuento en silencio Fíjate en las siguientes preguntas. Marca el espacio que indica la respuesta correcta.

### El Otoño

El otoño es una de las cuatro estaciones del año. Viene después del verano y antes del invierno. Los días son más cortos que en el verano. Muchas veces el cielo está nublado y hace frío. Los pájaros se van a donde hace calor. Las hojas de los árboles están amarillas y rojas, ya no son verdes. Las vacaciones terminan y los estudiantes van a la escuela donde estudian otra vez.

1. ¿ Cuántas estaciones hay en un año ?

- (A) Hay cinco.
- (B) Hay catorce.
- (C) Hay cuatro.
- (D) Hay seis.

2. ¿ Cómo son los días en el otoño ?

- (A) Los días son buenos.
- (B) Los días son feos.
- (C) Los días son largos.
- (D) Los días son cortos.

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3. ¿ Adónde se van los pájaros ?
- (A) Se van donde hace fresco.
  - (B) Se van donde hace frío.
  - (C) Se van donde hay árboles.
  - (D) Se van donde hace calor.
4. ¿ Cómo están las hojas ?
- (A) Las hojas están feas.
  - (B) Las hojas están amarillas y rojas.
  - (C) Las hojas están grandes.
  - (D) Las hojas están pequeñas.
5. ¿ Qué hacen los estudiantes después de las vacaciones ?
- (A) Los estudiantes van a la escuela.
  - (B) Los estudiantes van a la playa.
  - (C) Los estudiantes van a las montañas.
  - (D) Los estudiantes van al cine.

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

SL F.101

Given five words, the student will use each one correctly in a sentence. ( criterion: 4)

INSTRUCCIONES AL PROFESOR: Marque  en la página de respuestas para cada oración correcta y  para cada incorrecta.

INSTRUCCIONES: Lee las siguientes palabras. En otro papel, usa cada palabra en una oración completa.

① las montañas

② la ciudad

③ el invierno

④ el médico

⑤ el periódico

V

SL F.102

Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

INSTRUCCIONES: Lee el cuento. Marca el espacio que indica la respuesta correcta.

MARÍA

La familia de María mira la televisión. Mira la televisión en la sala. María no mira la televisión. María estudia inglés.

La familia de Tomás también mira la televisión. Tomás no mira la televisión. El estudia español. Tomás llama a María por teléfono.

1. ¿Qué mira la familia de María?

(A) la televisión

(B) el teléfono

(C) la película

(D) el juego

2. ¿Dónde mira la televisión?

(A) la cocina

(B) el comedor

(C) la sala

(D) el baño

S S L Criterion Reference Test

SL F.102

Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

3. ¿Qué es lo que estudia María?

(A) español

(B) inglés

(C) lectura

(D) televisión

4. ¿Qué es lo que estudia Tomás?

(A) televisión

(B) matemáticas

(C) inglés

(D) español

5. ¿A quién llama Tomás por teléfono?

(A) la familia

(B) María

(C) español

(D) Marta

S S L Criterion Reference Test

SL F: 203

Given a topic, the student will give a short talk stating five details (criterion: 4)

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

**INSTRUCCIONES AL PROFESSOR:** El estudiante debe relatarle 5 detalles sobre uno de los siguientes temas.

Cada detalle corresponde con un item. Marque (T) en la página de respuestas al lado de cada item (1 - 5) por cada detalle correcto. Si el estudiante le da menos de cinco detalles, marque (F) en los items que sobran.

**DÍGALE AL ESTUDIANTE:** Lee los siguientes temas. Escoje uno y relata por lo menos cinco detalles sobre el mismo tema.

- ① El Supermercado
- ② La Escuela
- ③ La Familia
- ④ Mis Amigos Preferidos
- ⑤ Un Fiesta

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

SL F.204

Given five sentences, the student will select the correct verb form in the present tense. (criterion: 4)

INSTRUCCIONES: Lee las siguientes oraciones. Marca el espacio que indica la respuesta correcta.

1. Yo \_\_\_\_\_ Tomás.

(A) soy

(B) es

(C) eres

2. La muchaca \_\_\_\_\_ bonita.

(A) eres

(B) soy

(C) es

3. Yo \_\_\_\_\_ por teléfono.

(A) hablo

(B) hablo

(C) hablas

4. Ella \_\_\_\_\_ la televisión.

(A) miro

(B) mira

(C) miras

5. Tu \_\_\_\_\_ español.

(A) estudias

(B) estudio

(C) estudia

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

SL G.101

Given an incomplete sentence, the student will select the correct form of the verb to be. (criterion: 4)

INSTRUCCIONES: Lee las oraciones. Marca el espacio que indica la respuesta correcta.

1. Yo \_\_\_\_\_ en la playa.

- a) era       b) estoy       c) es       d) está

2. Juan \_\_\_\_\_ simpático.

- a) es       b) está       c) estoy       d) soy

3. El \_\_\_\_\_ un médico.

- a) soy       b) está       c) estoy       d) es

4. Nosotros \_\_\_\_\_ en la clase.

- a) está       b) están       c) estamos       d) estoy

5. Tú \_\_\_\_\_ enferma.

- a) están       b) estás       c) estamos       d) estoy

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions. (criterion: 4)

INSTRUCCIONES: Lee la selección. Marca el espacio que indica la respuesta correcta para cada pregunta.

La ciudad de México es una ciudad bonita. Está situada en el centro del país. Por todos los lados de la ciudad hay montañas. Como en la mayoría de las ciudades hispanas, la diferencia entre el barrio viejo y el barrio moderno de la ciudad es fantástica. El barrio viejo tiene mucha influencia de los españoles.

El Zócalo es una plaza antigua. Está en el barrio viejo. En el Zócalo están la famosa catedral y unos edificios del gobierno. Los edificios son antiguos pero bonitos.

1. ¿Cómo es la ciudad de Mexico?

- (A) fea
- (B) bonita
- (C) pequeña
- (D) linda



S S L Criterion Reference Test

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions.  
(criterion: 4)

2. ¿Dónde esta situada la ciudad de Mexico?

- (A) en el sur del país
- (B) en el este del país
- (C) en el norte del país
- (D) en el centro del país

3. ¿De quiénes tiene influencia el barrio viejo?

- (A) los Franceses
- (B) los Norte Americanos
- (C) los Españoles
- (D) los Ingleses

4. ¿Qué es el Zócalo?

- (A) una plaza antigua
- (B) un jardín bonito
- (C) un museo interesante
- (D) un edificio antiguo

S S L Criterion Reference Test

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions. (criterion: 4)

5. ¿Qué hay en el Zócalo?

- (A) la famosa catedral.
- (B) unos edificios modernos
- (C) un parque
- (D) muchos animales

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

SL G.203

Given ten words that are related, the student will write a paragraph using at least five of the words.

INSTRUCCIONES AL PROFESOR: Marque  al lado del ítem número uno en la página de respuestas si el estudiante escribe un párrafo correcto y  si está incorrecto.

INSTRUCCIONES: Lee la lista de palabras. Escoje por lo menos 5 palabras y escribe un párrafo usándolas.

1. la ciudad
2. la calle
3. el edificio
4. el barrio
5. la tienda
6. la gente
7. los taxis
8. el autobús
9. el policía
10. el hospital

SL-G. 204

Given 5 sentences, the student will select the correct irregular verb in the present or simple future. (criterio :4)

S S L Criterion Reference Test

NOMBRE \_\_\_\_\_

FECHA \_\_\_\_\_

INSTRUCCIONES: Lee cada oración. Marca el espacio que indica la respuesta correcta.

1. Yo \_\_\_\_\_ mucho trabajo.

- (A) tengo       (B) tener       (C) tiene       (D) tenemos

2. Nosotros \_\_\_\_\_ de la escuela.

- (A) salen       (B) salemos       (C) salimos       (D) salgan

3. María \_\_\_\_\_ a comer.

- (A) hace       (B) va       (C) voy       (D) pone

4. Qué \_\_\_\_\_ en una escuela?

- (A) ahí       (B) es       (C) están       (D) hay

5. Tú \_\_\_\_\_ muy guapo.

- (A) estás       (B) eres       (C) es       (D) soy

APPENDIX XIII

Kindergarten thru Sixth Grade PSL  
Criterion Reference Tests

PSL Criterion Reference Test

SL A.101

Given crayons of the five primary colors, the student will be able to name each color. (criterion:4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções:

Mostre ao estudante os lápis de cor. Pergunte o nome das cores representadas por cada lápis: vermelho, verde, amarelo, laranja, azul.

For Dominant English Student:

SAY: How do you say the color of this crayon in Portuguese?

PSL Criterion Reference Test

SL A.102  
Given pictures of members of a family, the students will be able to name each member. (criterion: 4)

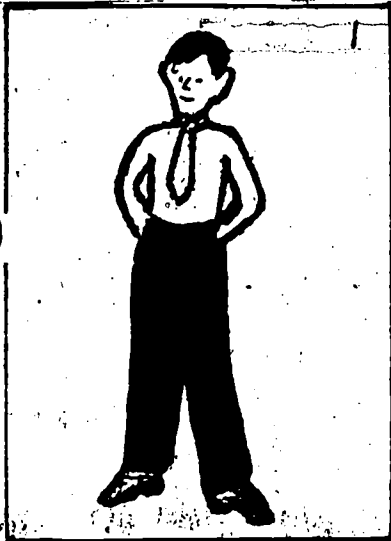
Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Mostre ao estudante os seguintes desenhos: a mãe, o pai, o irmão, a irmã, o bebê:

For Dominant English Student:

SAY: This is a family. Tell me the names of these persons in Portuguese.



PSL Criterion Reference Test

SL A.103

Given pictures of parts of the body, the student will name the parts represented. (criterion 4)

Nome \_\_\_\_\_

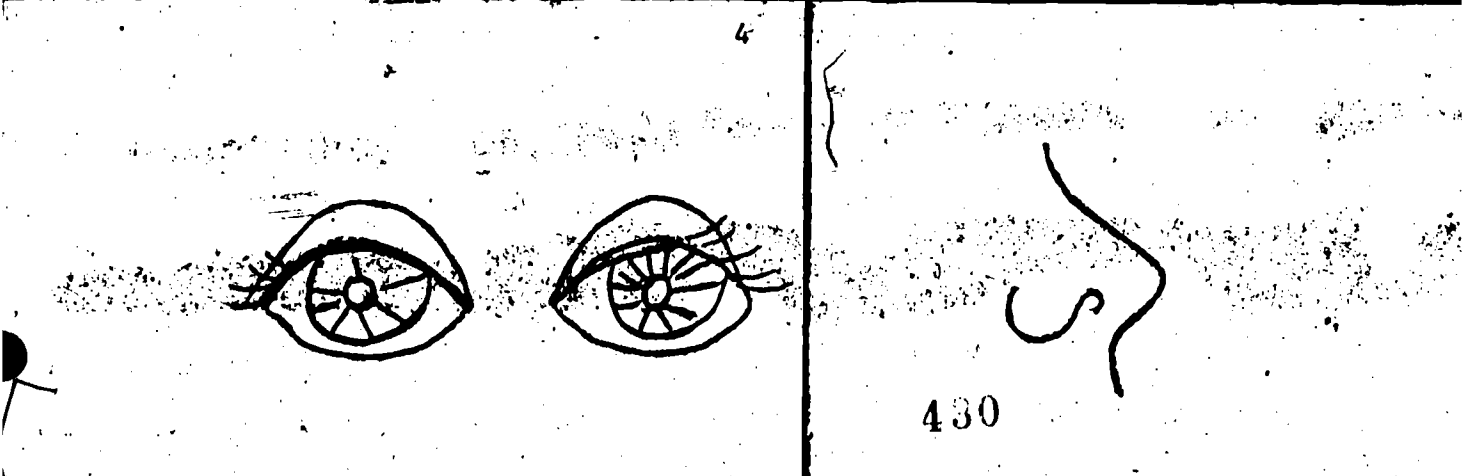
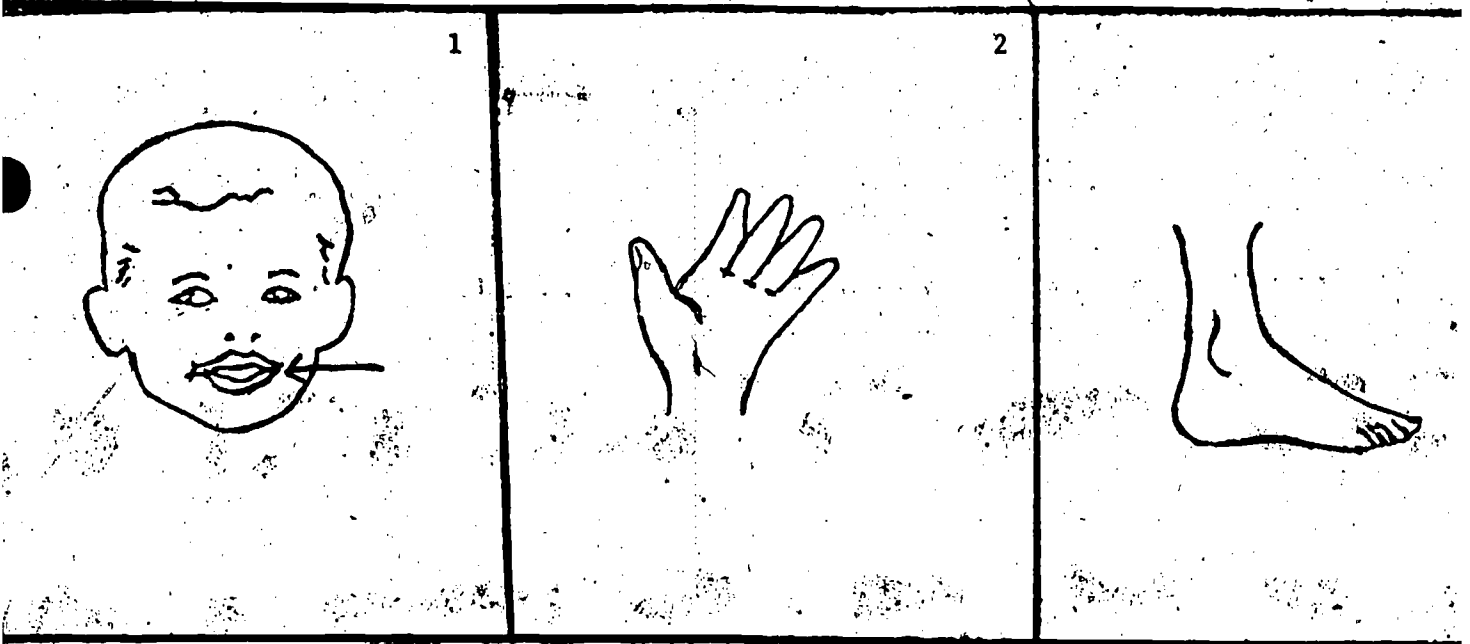
Data \_\_\_\_\_

Instruções: Mostre ao estudante os seguintes desenhos. (os olhos, o nariz, a boca, as mãos, os pés.) Peça ao estudante para os identificar.

For Dominant English Students:

Say:

Tell me the names of these parts of the body in Portuguese.





PSL Criterion Reference Test

SL A. 204  
Given number set pictures (1-10)  
the student will name the number  
represented.  
(criterion:4)

Nome \_\_\_\_\_

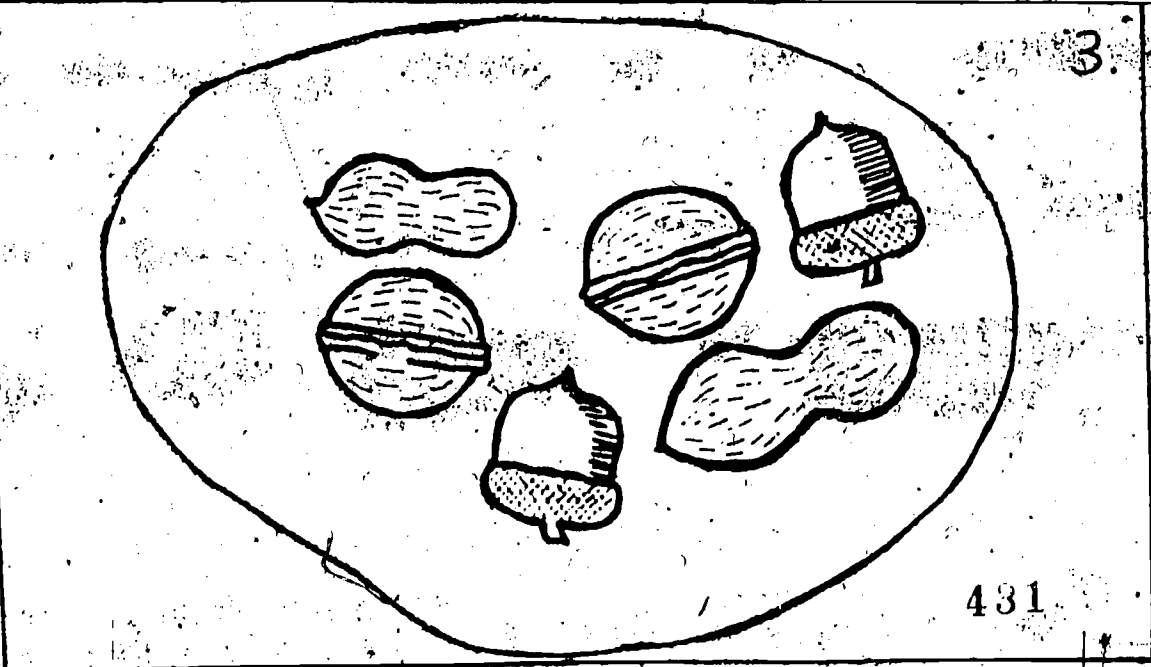
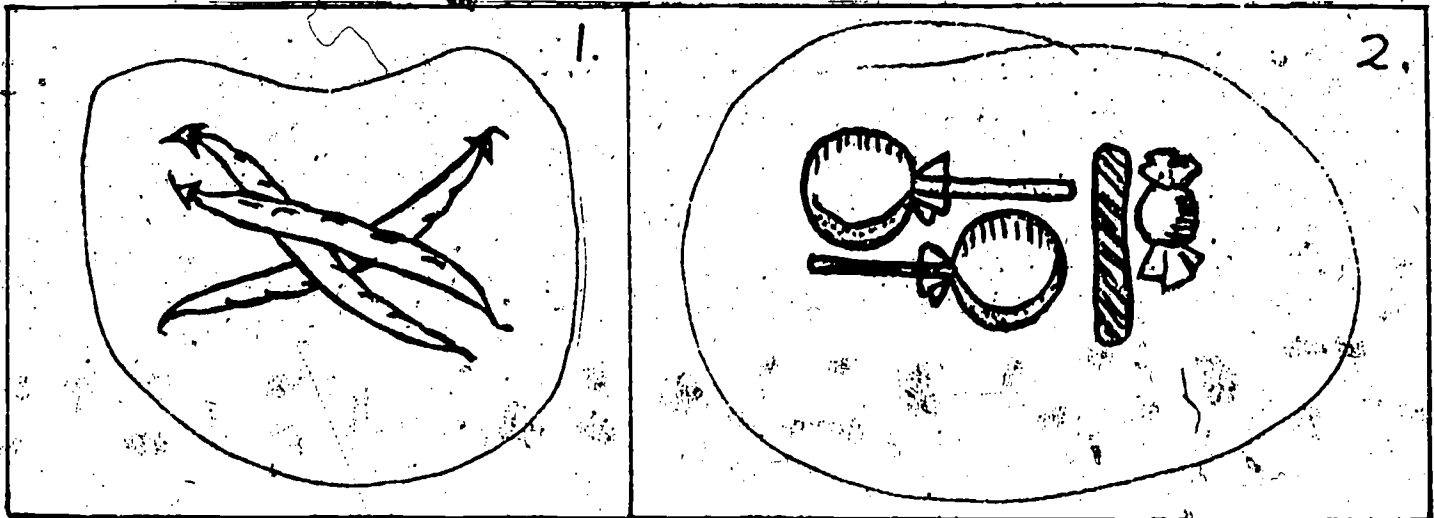
Data \_\_\_\_\_

Instruções: Dado conjuntos de artigos, o estudante identificará o número representado.

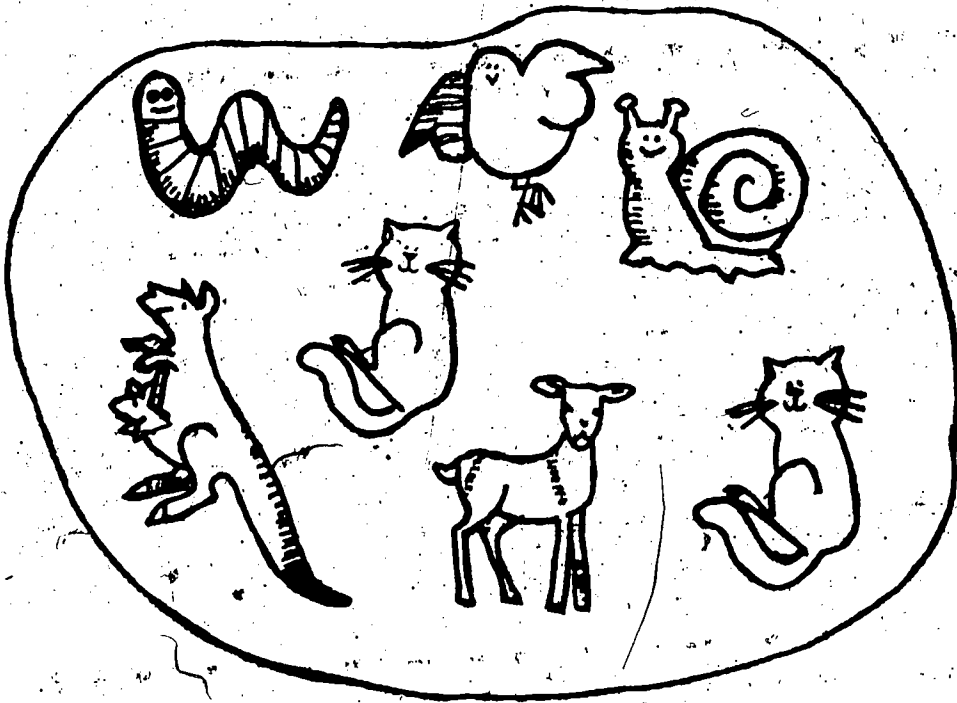
DIGA: Diz o número de elementos que vês em cada conjunto.

For The Dominant English Student:

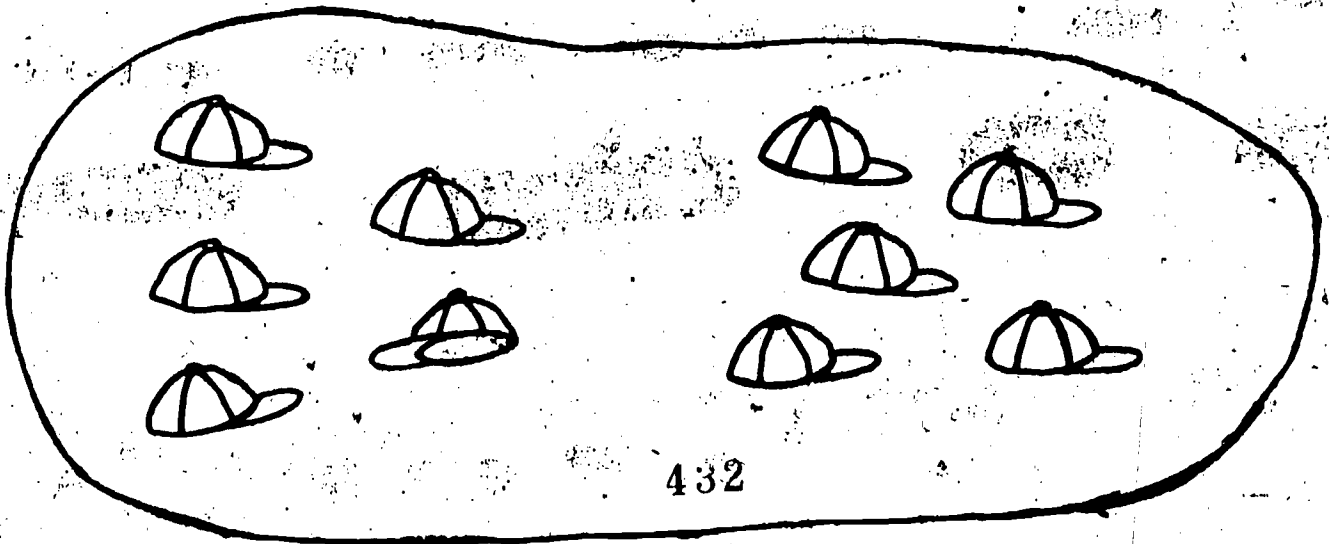
SAY: Tell me the number of things you see in each set in Portuguese.



4.



5.



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RSL Criterion Reference Test

SL A:205  
Given a question, the student  
will respond with the correct  
expression of courtesy:  
(criterion:4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Directions: Ask the student the following questions:

For The Dominant English Student:

SAY:

- 1 When I give you a candy what should you say to me in Portuguese? (Obrigado (a) )
- 2 When you ask me for something, what should you say to me in Portuguese? (Por favor)
- 3 When I say, "How are you?" what should you say to me in Portuguese? ( Muito bem, obrigado)
- 4 When you arrive at the classroom in the morning, what should you say to me in Portuguese? (Bom Dia)
- 5 When you go home, what should you say to me in Portuguese? (Adeus)

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL A.206

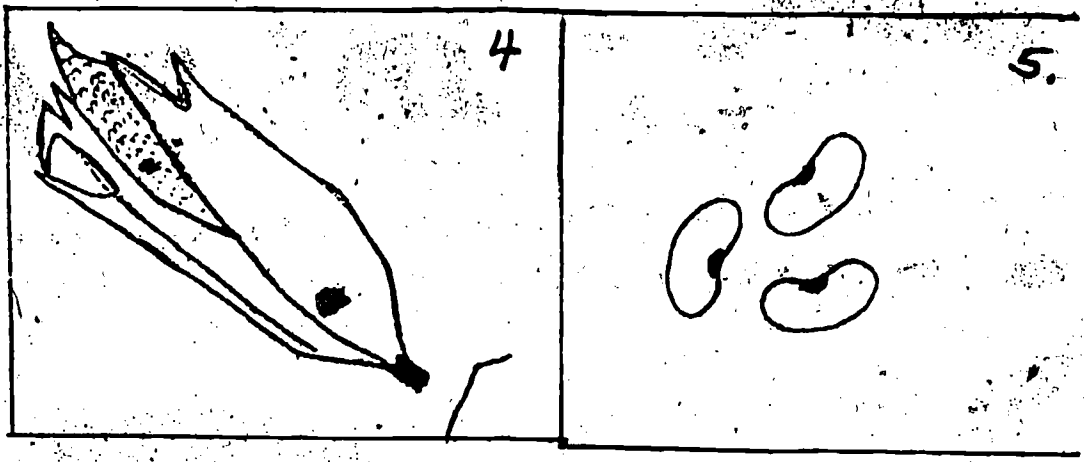
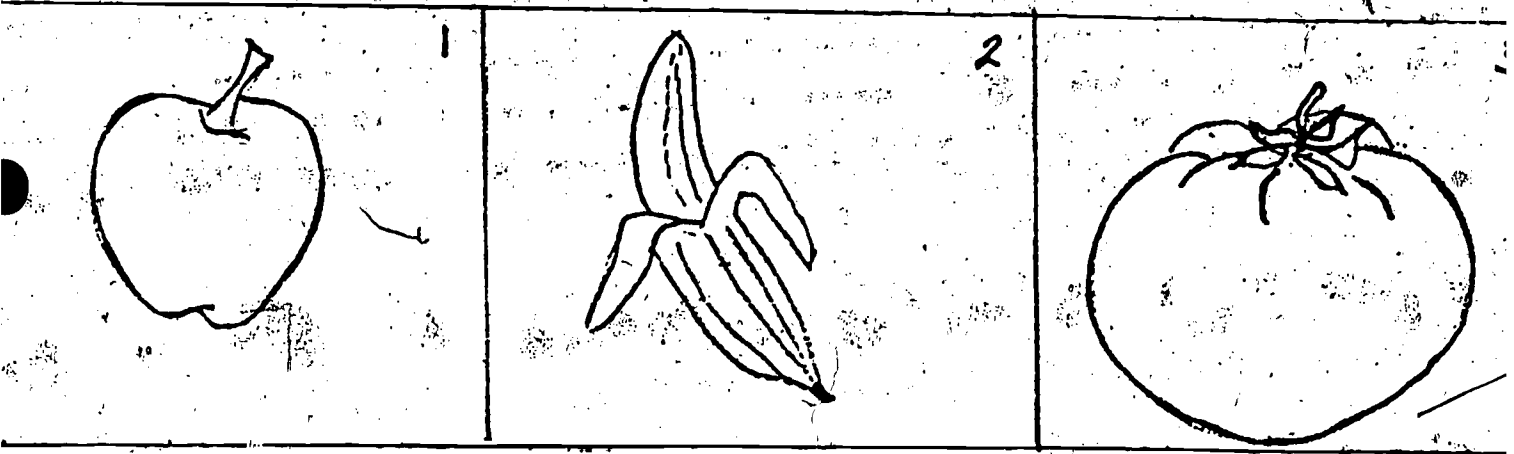
Given pictures of common fruits and vegetables, the student will name the objects represented. (criterion:4)

Instruções: Mostre ao estudante os seguintes desenhos: maçã, banana, tomate, milho, feijão. Peça ao estudante para os identificar.

For The Dominant English Student:

SAY:

Tell me the names of these pictures in Portuguese.



PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

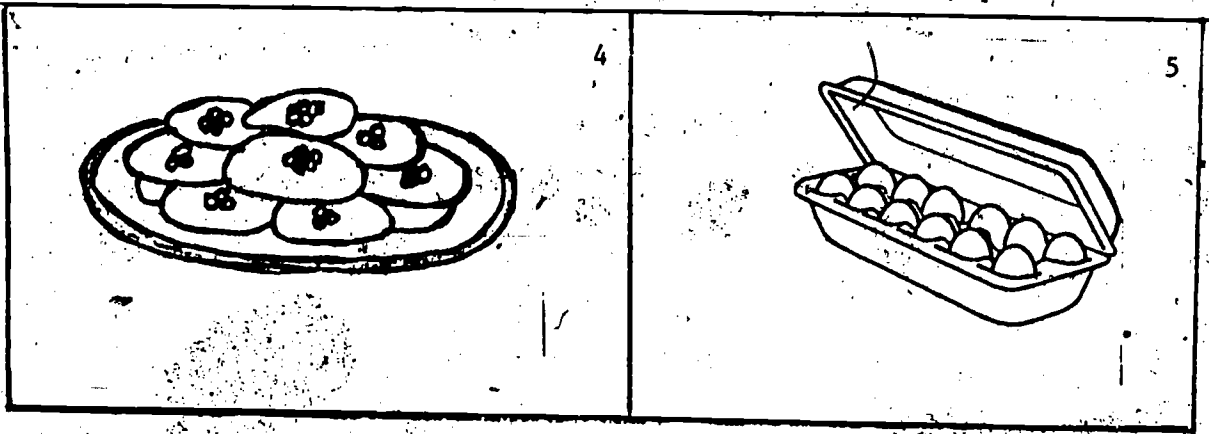
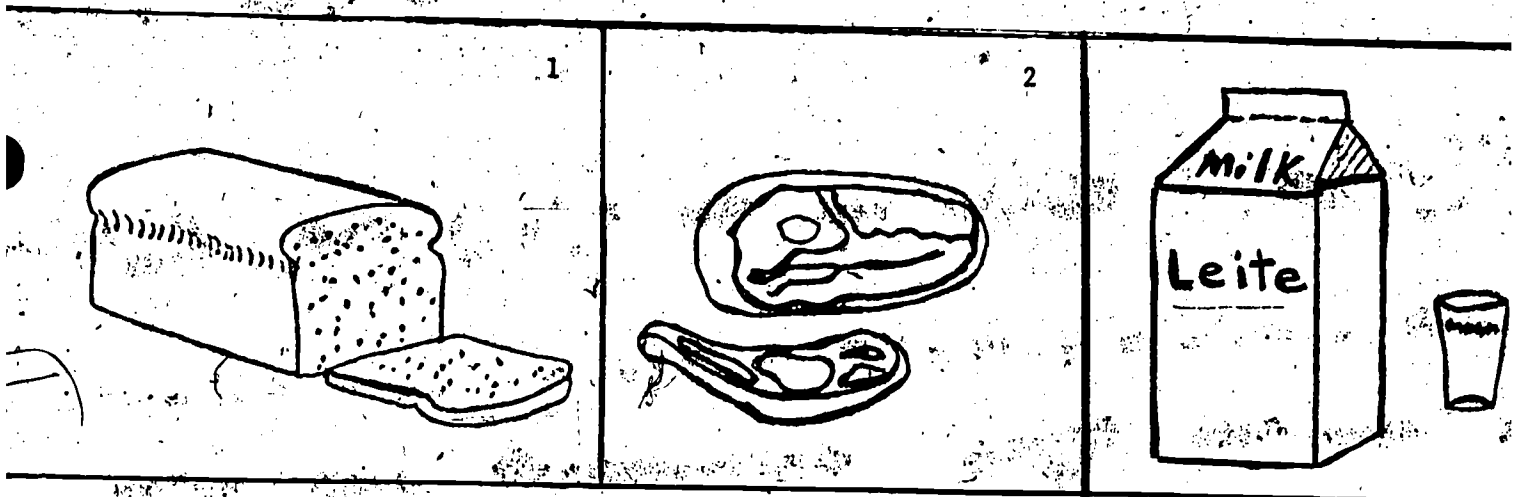
SL A.207  
Given pictures of foods, the student will name the food represented. (criterion: 4)

Instruções: Mostre ao estudante os seguintes desenhos: pão, carne, leite, bolachas, ovos. Peça para os identificar.

For The English Dominant Student:

SAY:

Tell me the names of the pictures in Portuguese.



PSL Criterion Reference Test

SL A.208  
Given pictures of domestic and wild animals, the student will be able to name the animals represented. (criterion:4)

Nome \_\_\_\_\_

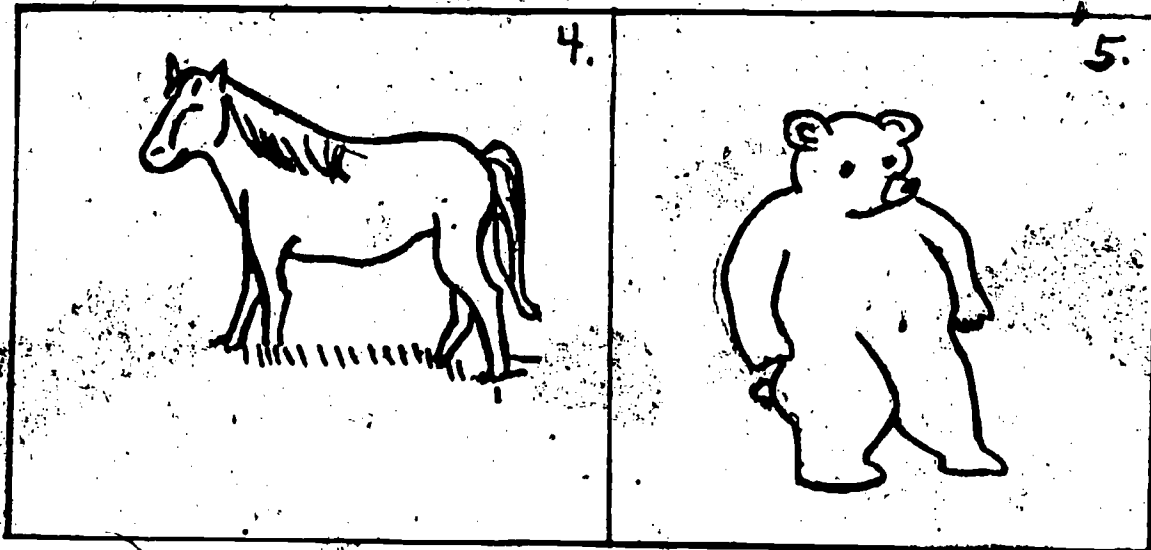
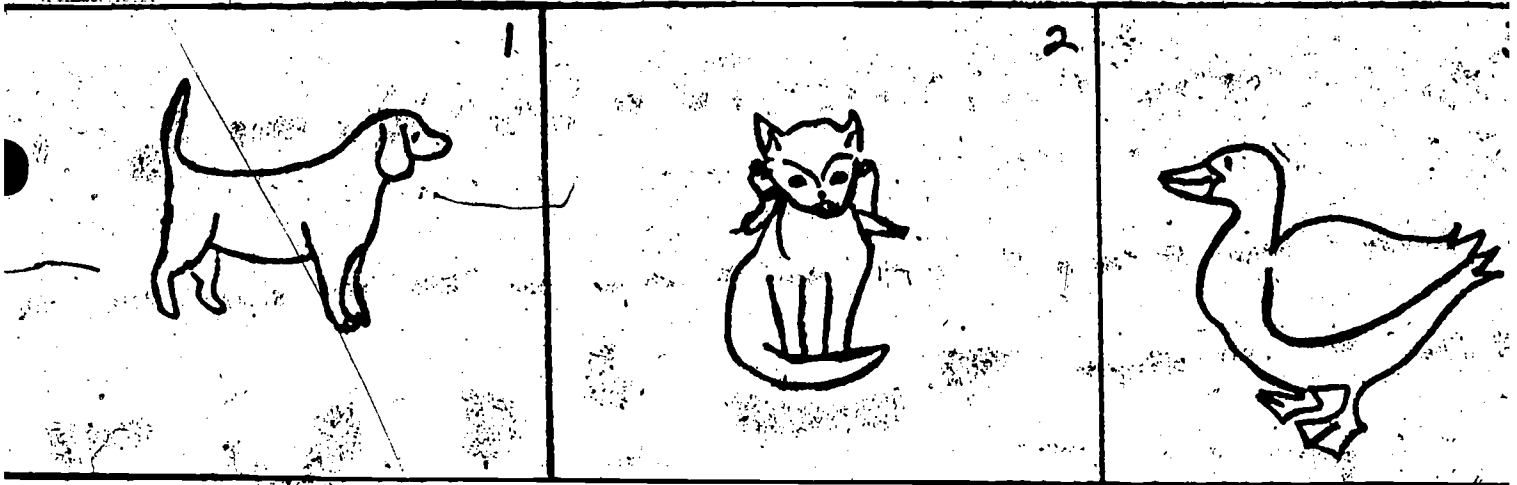
Data \_\_\_\_\_

Instruções: Mostre ao estudante os seguintes desenhos: pato, cão, gato, cavalo, urso. Peça ao estudante para os identificar.

For The Dominant English Student:

SAY:

Tell me the names of the pictures in Portuguese.



PSL Criterion Reference Test

SL A.209  
Given pictures of clothing, the student will name the articles. (criterion: 4)

Nome \_\_\_\_\_

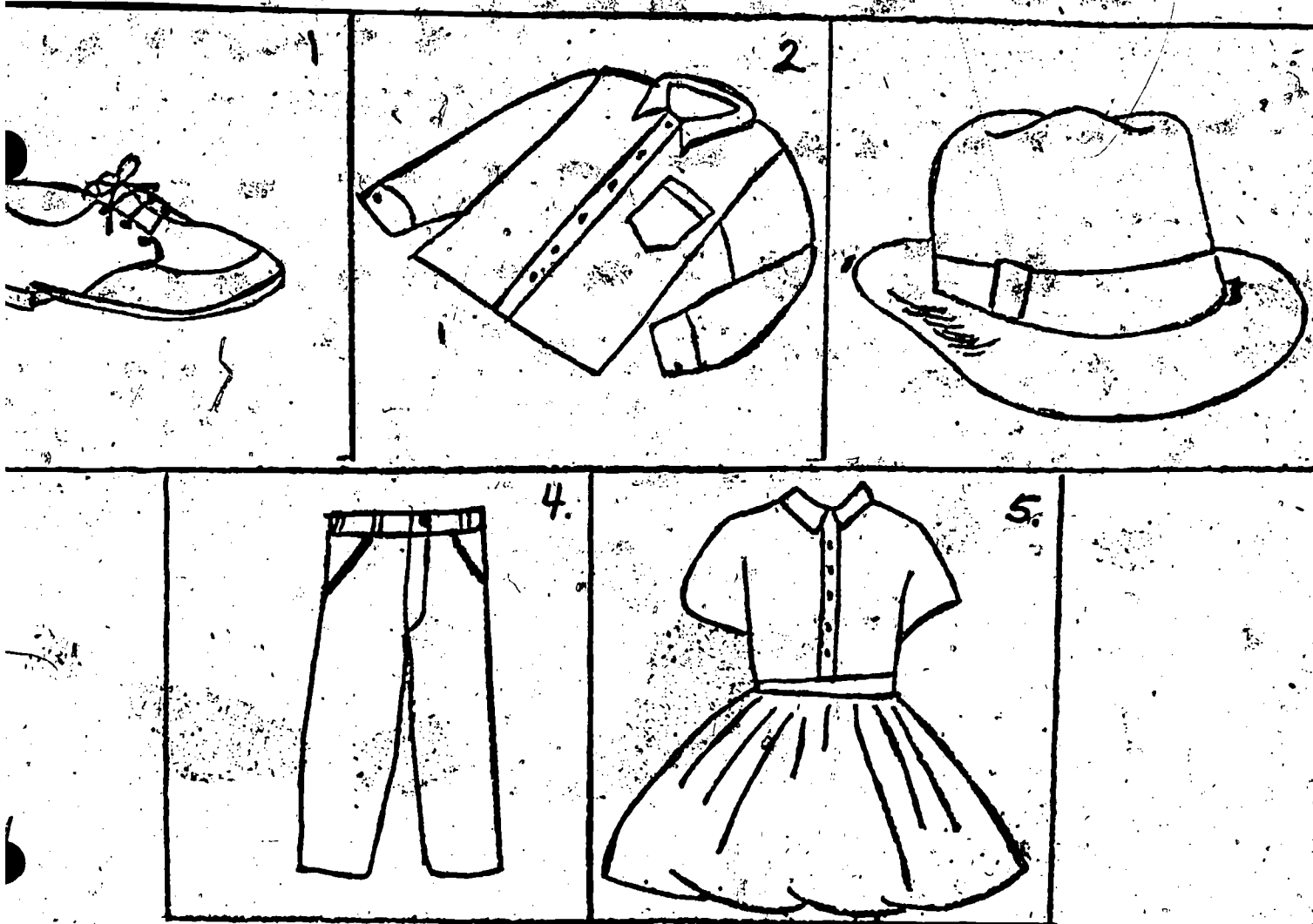
Data \_\_\_\_\_

Instruções: Mostre ao estudante os seguintes desenhos: sapato, camisa, chapéu, calças, vestido. Peça ao estudante para os identificar.

For English Dominant Student:

SAY:

Tell me the names of the pictures in Portuguese.



PSL Criterion Reference Test

SL A.210

Given pictures of toys, the student will name the objects represented. (criterion: 4)

Nome \_\_\_\_\_

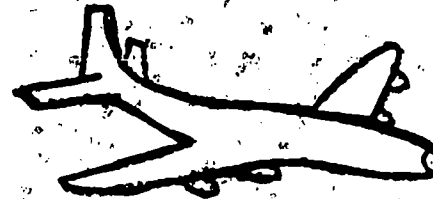
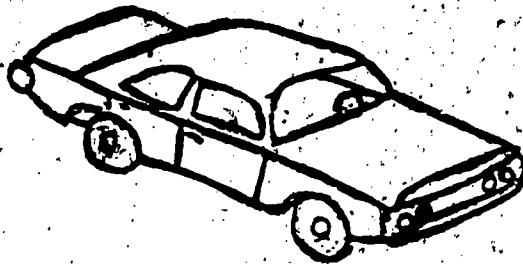
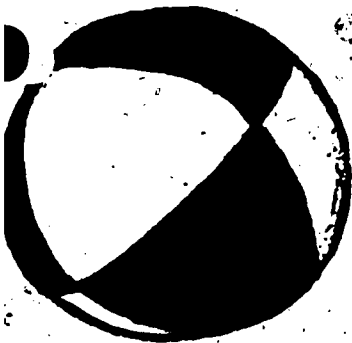
Data \_\_\_\_\_

Instruções: Mostre ao estudante os seguintes desenhos: bola, carro, avião, boneca, bicicleta. Peça ao estudante para os identificar.

For The Dominant English Student:

SAY:

Tell me the names of these pictures in Portuguese.





PSL Criterion reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Dê ao estudante as instruções seguintes.

For The Dominant English Student:

SAY: I am going to ask you to do two things. Listen and then do them.

- 1 Levanta-te e abre a porta.
- 2 Vai ao quadro e escreve o teu nome.
- 3 Vai buscar um livro e abre-o.
- 4 Vai buscar o teu lápis e dá-mo.
- 5 Vai buscar uma folha de papel e escreve o teu nome.

PSL Criterion Reference Test

SL B.102  
Given oral questions based on  
vocabulary learned, the  
student will respond orally.  
(criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Faça ao aluno as seguintes perguntas. Não é  
necessário que ele responda com uma oração completa.

For The Dominant English Student:

SAY:

- 1 Tell me in Portuguese the names of five animals.  
(4 out of 5 = correct)
- 2 Tell me in Portuguese the names of five parts of the  
body. (4 out of 5 = correct)
- 3 Tell me in Portuguese five things you eat.  
(4 out of 5 = correct)
- 4 Tell me in Portuguese what you are wearing.  
(4 responses = correct)
- 5 Count in Portuguese from six to ten.  
(4 out of 5 = correct)

PSL Criterion Reference Test

SL B.201  
Given oral questions based on  
vocabulary learned, the student  
will respond in simple  
sentences.  
(criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Faça ao aluno as seguintes perguntas. Deve responder em frases completas.

For The Dominant English Student:

SAY: Now I am going to ask you some questions in Portuguese. Answer in Portuguese and in a complete sentence.

- 1 Como te chamas?
- 2 Quantas pessoas há na tua família?
- 3 De que cor são os teus sapatos?
- 4 Qual é o teu brinquedo preferido?
- 5 Quem mora na tua casa?

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL B.204  
Given a set of 3 pictures  
representing adjectives,  
the student will mark the  
correct one.  
(criterion: 4)

Instruções: Leia ao aluno as seguintes instruções.

Peça-lhe para responder.

For The English Dominant Student:

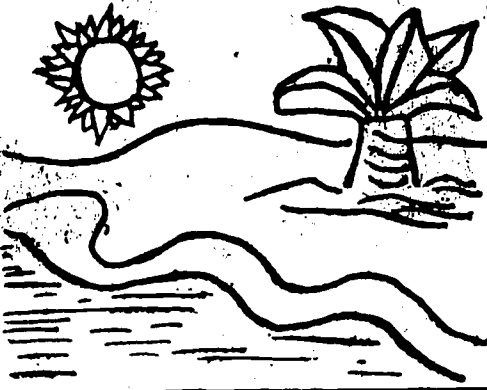
SAY:

- |                         |                  |
|-------------------------|------------------|
| 1 Mark with an <u>X</u> | A cara contente. |
| 2 Mark with an <u>X</u> | onde faz calor.  |
| 3 Mark with an <u>X</u> | O animal grande. |
| 4 Mark with an <u>X</u> | O vestido limpo. |
| 5 Mark with an <u>X</u> | A menina alta.   |

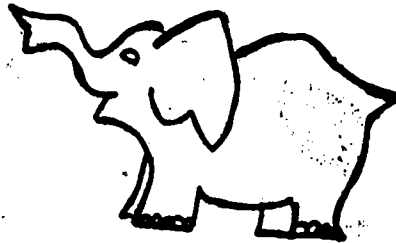
1.



2.



3.



4.



5.



PSL Criterion Reference Test

SL B.205

Given a set of 3 pictures of nouns the student will mark the correct one.  
(criterion: 4)

Nome \_\_\_\_\_

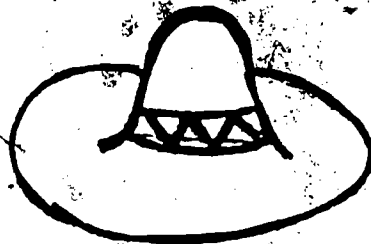
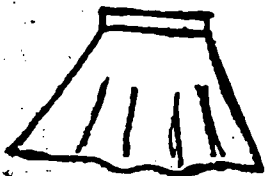
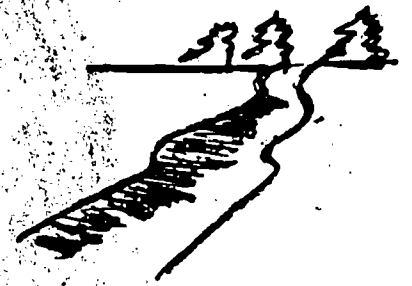
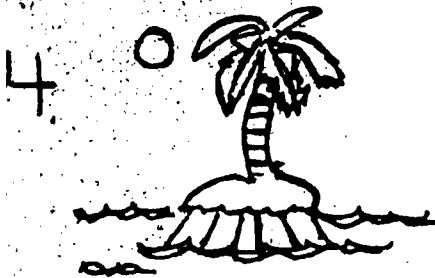
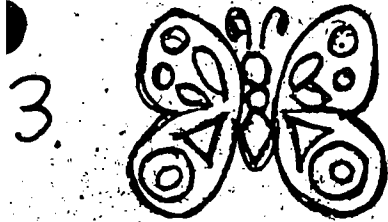
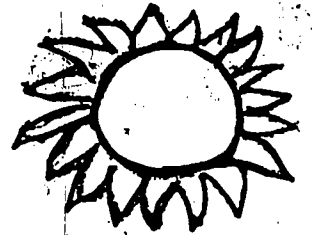
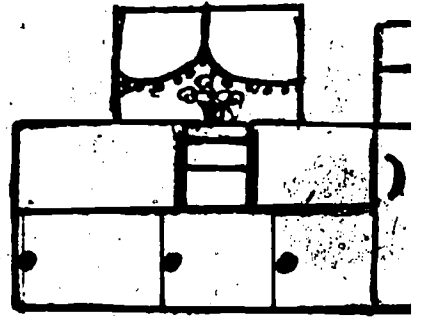
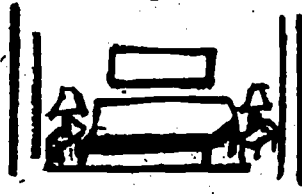
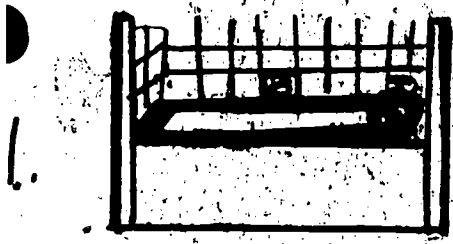
Data \_\_\_\_\_

Instruções: Leia as seguintes frases e peça ao aluno para marcar a resposta correcta.

For The English Dominant Student:

DIGA:

- |                          |                    |
|--------------------------|--------------------|
| 1 Mark with an <u>X.</u> | O quarto de banho. |
| 2 Mark with an <u>X.</u> | O sol.             |
| 3 Mark with an <u>X.</u> | O lobo.            |
| 4 Mark with an <u>X.</u> | As montanhas.      |
| 5 Mark with an <u>X.</u> | A luva.            |



PSL Critériom Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Leia as seguintes letras e peça ao aluno para as escrever nos quadradinhos (accite letras maiúsculas ou minúsculas).

For The English Dominant Student:

SAY: I am going to say some letters of the alphabet in Portuguese. Write the letter I say in the correct box.

- 1 Look at row 1 and write one letter in each box (c, m, l).
- 2 Look at row 2 and write one letter in each box (t, s, n).
- 3 Look at row 3 and write one letter in each box (, r, o).
- 4 Look at row 4 and write one letter in each box (a, i, u).
- 5 Look at row 5 and write one letter in each box (e, p, g).



Name \_\_\_\_\_

Date \_\_\_\_\_

1.

2.

3.

4.

5.


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PSL Criterion Reference Test

SL C.102

Given pictures of vocabulary words, the student will match the pictures to the correct word. (criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

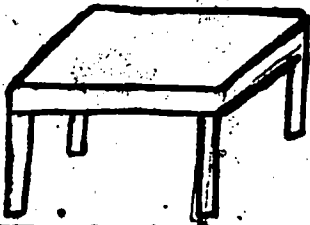
Instruções: Peça ao aluno para olhar para os desenhos e ligar com uma linha a palavra correspondente.

For the English Dominant Student:

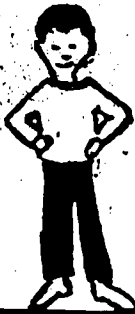
Say: Look at the row of pictures. Find the name of each picture in Portuguese. Trace a line from each picture to its name.

Nome \_\_\_\_\_

Data \_\_\_\_\_



menino



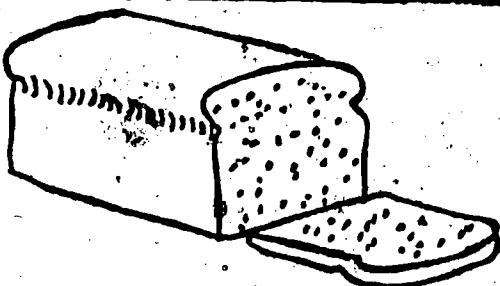
gato



pão



boneca



mesa

PSL Criterion Reference Test.

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Leia a história que segue ao aluno. Depois peça-lhe para fazer um desenho.

For The English Dominant Student:

SAY: I am going to read a story to you. After listening to the story, you have to make a drawing about it.

Numa quinta viviam galinhas gordas, gordas, e outras muito magras. As galinhas gordas eram muito más para as galinhas magras.

"Por favor, irmãs gordas, deixem-nos comer." "Não! A comida é só para nós! Vão-se embora!"

As galinhas gordas comem, comem, e as galinhas magras ficam com muita fome.

Um dia, a Sra. Silva pediu ao Sr. Silva uma galinha para fazer uma sopa. "Quero uma galinha gorda." "Sim, uma galinha gorda, gorda, e não uma magra, magra. M-m-m, gosto muito de galinhas gordas."

"Socorro, socorro!" "Por favor, irmãs magras, ajudem-nos!"

"Porque querem a nossa ajuda agora? Nós somos magras e não servimos para nada."

"Venha cá, galinha gorda," disse o Sr. Silva.

Então, as galinhas gordas foram cozidas em sopa e as magras agora comem bem no viveiro.

SL C.204

Given oral questions based on vocabulary learned, the student will respond in simple sentences. (Criterion: 4)

## PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Faça as seguintes perguntas ao aluno. Peça que lhe responda usando uma frase simples e completa. (Não aceite respostas de uma palavra.)

### For The English Dominant Student:

SAY: I am going to ask you some questions in Portuguese. Please answer in Portuguese using a complete sentence.

- 1 Quem trabalha no hospital?
- 2 Em que parte da casa se pode encontrar comida?
- 3 Que tens vestido hoje?
- 4 Quem trabalha na escola?
- 5 O que é que podes comprar no supermercado?

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PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Leia ao aluno as seguintes palavras, e diga-lhe para marcar o espaço que indica o primeiro som de cada palavra.

DIGA: Escuta a palavra que eu digo. Escuta o primeiro som. Marca o espaço que indica o primeiro som.

1. avião
2. mãe
3. fino
4. igreja
5. janela

SL D.101

Given a dictated word, the student will select the grapheme for the initial sound. (criterion: 4)

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL D.101

Given a dictated word, the student will select the grapheme for the initial sound. (criterion: 4)

DIGA: Escuta a palavra que eu digo. Escuta o primeiro som. Marca o espaço que indica o primeiro som.

1	(A) a	(B) o	(C) u
2	(A) n	(B) b	(C) m
3	(A) f	(B) p	(C) v
4	(A) e	(B) i	(C) u
5	(A) h	(B) c	(C) j

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Leia ao estudante as seguintes palavras e peça-lhe para marcar o espaço que indica a palavra que ouve.

DIGA: Escuta a palavra que vou dizer e marca a palavra que ouves.

1. tigre
2. amarelo
3. sala
4. apito
5. mestre



PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL D.102  
Given a dictated vocabulary word,  
the student will select the correct  
word from a list of four.  
(criterion: 4)

DIGA: Escuta a palavra que vou dizer e marca a palavra que  
ouves.

1	(A) tigre	(B) tarde	(C) livre	(D) carro
2	(A) amoroso	(B) amarelo	(C) carrinho	(D) bandeira
3	(A) sala	(B) palido	(C) salsa	(D) salto
4	(A) árvore	(B) apenas	(C) apito	(D) sábio
5	(A) mandar	(B) madrasta	(C) madrinha	(D) mestre

SL D.203  
Given a picture with a set of simple sentences, the student will select the sentence which best describes the illustration. (criterion: 4)

PSL C. 1.1.1. Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Olha para os desenhos. Marca o espaço que indica a frase que melhor representa o que está acontecendo.



1.

- (A) A menina anda.
- (B) A menina salta à corda.
- (C) A menina come.
- (D) A menina lê.



2.

- (A) O rapaz está sentado.
- (B) O rapaz dorme.
- (C) O rapaz corre.
- (D) O rapaz come.



- (A) A menina anda de bicicleta.
- (B) O rapaz anda de bicicleta.
- (C) O rapaz come.
- (D) A menina canta.



4.

- (A) O rapaz dorme.
- (B) A menina dança.
- (C) O rapaz lava a cara.
- (D) O rapaz anda de carro.



5.

- (A) A família come.
- (B) A menina come.
- (C) O rapaz come.
- (D) A menina canta.

457.

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL D.204

Given a sentence missing a noun,  
the student will select the word  
which best completes the  
sentence.  
(criterion: 4)

Instruções: Marca o espaço que indica a palavra que melhor completa a frase.

1. As crianças vão para a \_\_\_\_\_  
(A) Comida (B) escola (C) calças (D) lâmpada
  
2. Qual é o dia da semana que se segue a segunda-feira?  
(A) braço (B) rectângulo (C) terça-feira (D) sopa
  
3. Gosto de \_\_\_\_\_ vermelha.  
(A) mãe (B) contente (C) grande (D) azul
  
4. O \_\_\_\_\_ um animal.  
(A) pé (B) fogão (C) banana (D) leão
  
5. Quando faz frio, eu visto o meu \_\_\_\_\_  
(A) estado (B) rio (C) casaco (D) chuva

Portuguese Criterion Reference Test

SL E.101 SP  
 Given a noun, the student will  
 select the missing gender.  
 (criterion: 4)

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Lê a palavra e marca o espaço que indica o artigo  
 que corresponde com a palavra.

1	pato	Ⓐ o	Ⓑ a	Ⓒ lo
2	melancia	Ⓐ o	Ⓑ a	Ⓒ lo
3	elefante	Ⓐ o	Ⓑ a	Ⓒ lo
4	lápiz	Ⓐ o	Ⓑ a	Ⓒ lo
5	doctora	Ⓐ o	Ⓑ a	Ⓒ lo

PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL E. 102

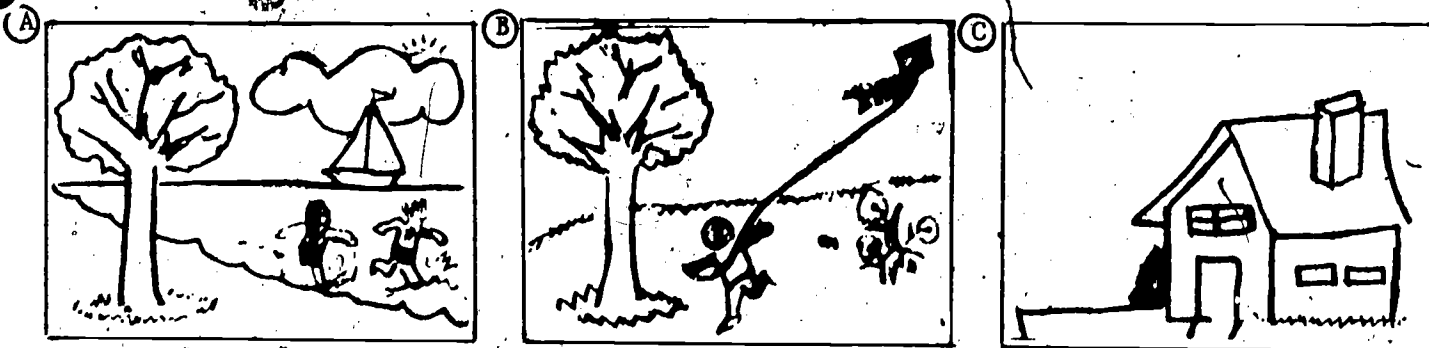
Given a story to read silently while the teacher reads aloud, the student will mark the correct answers to comprehension questions. Read orally. (criterion: 4)

**Instruções:** Lê a história silenciosamente enquanto eu a leio em voz alta. Olha para as perguntas. Marca o espaço que indica a resposta que escolhes.

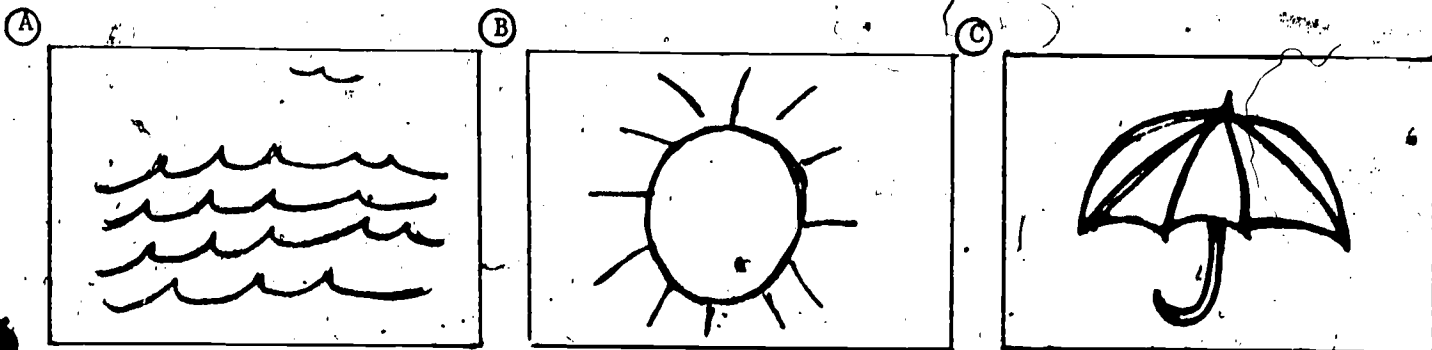
Praia

Os meninos vão à praia para nadar e brincar. "Vê, que lindo", disse o Paulo. "Vê a bola grande e redonda". Paulo e Maria correm na areia. Eles gostam de apanhar conchas.

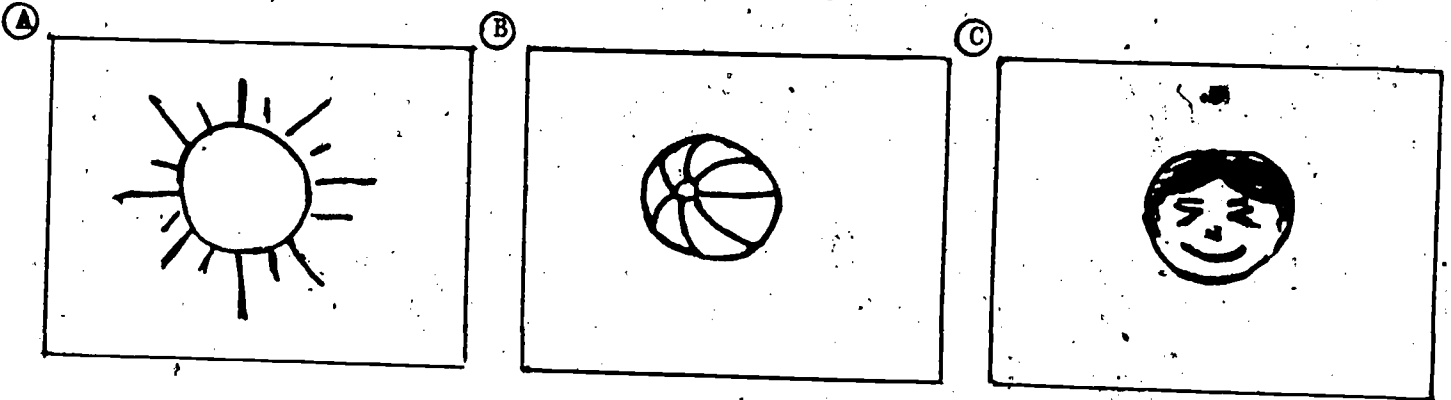
1. Marca o espaço que indica o desenho que mostra onde vão os meninos.



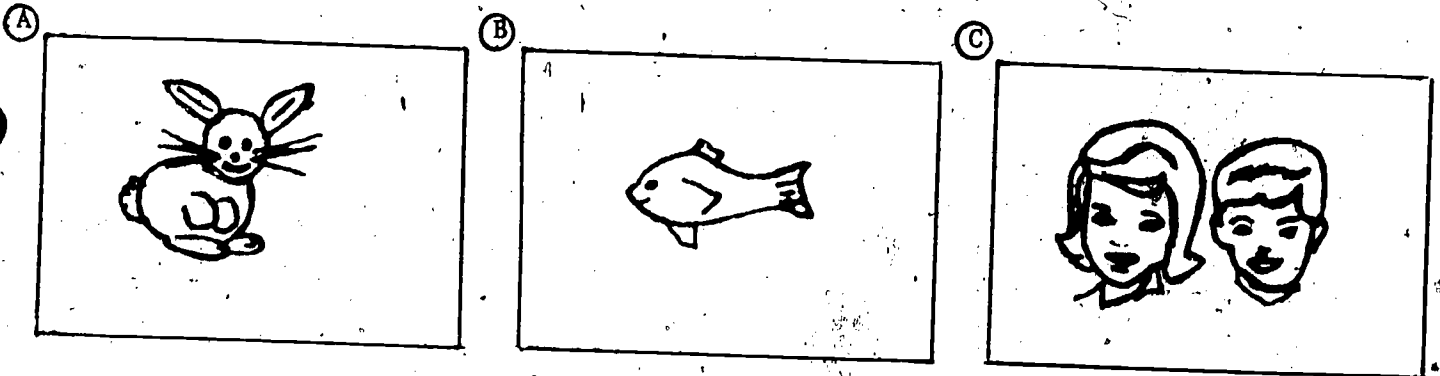
2. Marca o espaço que indica o desenho que mostra o que Paulo achou lindo.



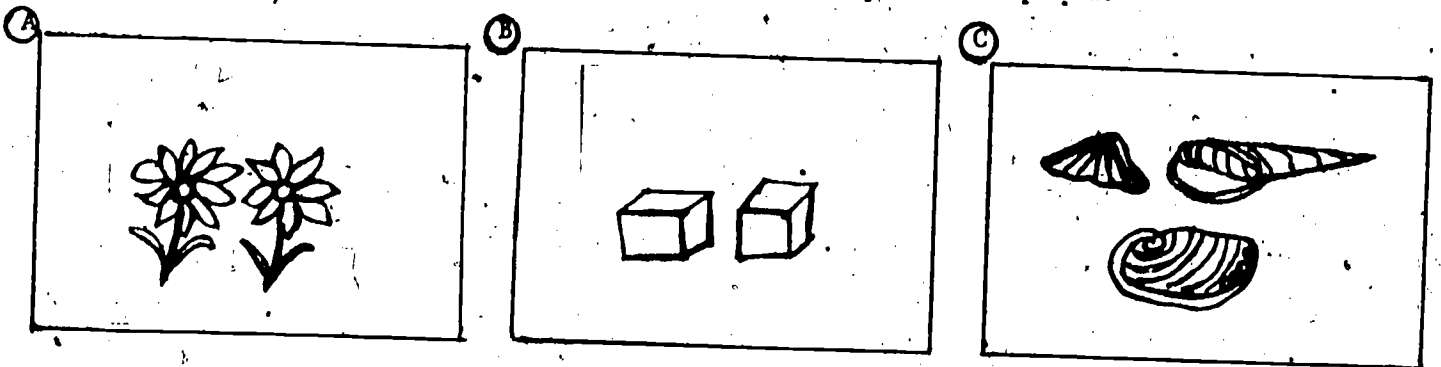
3. Marca o espaço que indica o desenho que mostra o que era grande e redondo.



4. Marca o espaço que indica o desenho que mostra quem está a correr na areia.



5. Marca o espaço que indica o desenho que mostra o que os meninos gostam de apanhar na praia.



PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

SL E. 203  
Given 5 words, the student will  
use each one correctly in a  
simple sentence.  
(criterion: 4)

Instruções: O aluno deverá escrever cinco frases usando palavras  
do vocabulário. O professor marcará o espaço **(T)** ou **(F)** na folha  
das respostas.

DIGA: Olha para a palavra. Escreve uma frase usando a  
palavra.

1. o tio	
2. o papel	
3. o pinguim	
4. o Outono	
5. o hotel	



PSL Criterion Reference Test

Nome \_\_\_\_\_

Data \_\_\_\_\_

Instruções: Depois de ler a história silenciosamente responde as perguntas seguintes. Marca o espaço da resposta que escolhes.

O Outono

O outono é uma das quatro estações do ano. Vem depois do Verão e antes do Inverno. Os dias são mais curtos do que os de Verão. Frequentemente o céu está nublado e faz frio. Os pássaros imigram para lugares mais quentes. As folhas das árvores mudam de cor. Dentro de pouco tempo tornam-se vermelhas e amarelas.

As férias terminam e os alunos voltam para a escola, onde continuam os estudos.

1. Quantas estações há no ano?

(A) Há cinco.

(B) Há quatorze.

(C) Há quatro.

(D) Há quarto.

2. Como são os dias do Outono?

(A) Os dias são bonitos.

(B) Os dias são feios.

(C) Os dias são compridos.

(D) Os dias são curtos.

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3. Onde vão os pássaros?
- (A) Vão para onde cai neve.
  - (B) Vão para onde faz frio.
  - (C) Vão para onde chove.
  - (D) Vão para onde faz calor.
4. Como ficam as folhas?
- (A) As folhas ficam feias.
  - (B) As folhas ficam amarelas e vermelhas.
  - (C) As folhas ficam grandes.
  - (D) As folhas ficam pequenas.
5. Que fazem os estudantes depois das férias?
- (A) Os estudantes vão para a escola.
  - (B) Os estudantes vão para a praia.
  - (C) Os estudantes vão para o campo.
  - (D) Os estudantes vão ao cinema.

P & L Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

SI. F.101

Given five words, the student will use each one correctly in a sentence.  
( criterion: 4)

INSTRUÇÕES À PROFESSORA: Marque  para cada frase correcta, e  para cada frase incorrecta.

INSTRUÇÕES: Lê as palavras seguintes. Usando outro papel escreve cada palavra numa frase completa.

- ① as montanhas
- ② a cidade
- ③ o inverno
- ④ o médico
- ⑤ o jornal

P S L Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

S. P. 162

Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

INSTRUÇÕES: Lê a história. Marca o espaço da resposta que escolheres.

MARIA

A família de Maria está a ver televisão. Eles vêem televisão na sala de visitas. Maria não está a ver televisão. Ela está a estudar Inglês.

A família de Tomás também está a ver televisão. Tomás não está a ver televisão. Ele está a estudar Português. Tomás chama Maria pelo telefone.

1. O que está a ver a família de Maria?

(A) a televisão

(B) o telefone

(C) o filme

(D) o jogo

2. Onde vêem televisão?

(A) na cozinha

(B) na sala de jantar

(C) na sala de visitas

(D) na casa de banho

SL F.102

Given a reading selection, the student will read it and mark the correct answers to comprehension questions.  
(criterion: 4)

P. S. L. Criterion Reference Test

3. O que é que estuda Maria?

(A) Português

(B) Inglês

(C) literatura

(D) televisão

4. O que é que estuda Tomás?

(A) televisão

(B) matemática

(C) Inglês

(D) Português

5. Quem é que Tomás chama pelo telefone?

(A) a família

(B) Maria

(C) Português

(D) Marta

P S L Criterion Reference Test

SL F. 203

Given a topic, the student will give a short talk stating five details. (Criterion: 4)

NOME \_\_\_\_\_

DATA \_\_\_\_\_

Instruções:

O aluno deverá dar-lhe cinco detalhes sobre os seguintes tópicos.

Cada detalhe corresponde com um item. Marque T na folha de respostas junto a cada item (1 - 5) para cada detalhe correcto. Se o estudante der menos de cinco detalhes marque os restantes detalhes F.

INSTRUÇÕES AO ALUNO: Lê os seguintes temas. Escolhe um e dá cinco pormenores sobre o tema.

- ① O Supermercado
- ② A Escola
- ③ A Família
- ④ Os Meus Amigos Favoritos
- ⑤ A Festa

SL F.204

Given five sentences, the student will select the correct verb form in the present tense. (criterion: 4)

P S L Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

INSTRUÇÕES: Lê as seguintes frases. Marca o espaço que indica a resposta que escolhes.

1. Eu \_\_\_\_\_ Tomás.

A sou

B és

C são

2. A menina \_\_\_\_\_ bonita.

A são

B sou

C é

3. Eu \_\_\_\_\_ ao telefone.

A falo

B fala

C falas

4. Ela \_\_\_\_\_ a televisão.

A vê

B vêem

C viram

5. Tu \_\_\_\_\_ Português

A estudas

B estudo

C estudas

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions. (criterion: 4)

P S L Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

INSTRUÇÕES: Lê o parágrafo. Marca o espaço que indica a resposta correcta para cada pergunta.

Lisboa

A cidade de Lisboa é uma cidade bonita. Está situada à beira do Rio Tejo. Em toda a parte há edifícios históricos como a Castelo de São Jorge, o Jerónimos e a famosa Torre de Belém. Há praças e parques bonitos com estatuas, fontes, árvores e flores. Nos arredores há as lindas praias de Cascais e Estoril onde o mar azul se encontra com areia fina e cheia de conchas.

1. Onde está situada a cidade de Lisboa?

- (A) no centro de país
- (B) à beira do Rio Tejo
- (C) ao norte de país
- (D) à beira do rio Douro



P S L Criterion Reference Test

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions.  
(criterion: 4)

2. Que edificios importantes podemos ver em Lisboa?

- (A) triangulares
- (B) redondos
- (C) modernos
- (D) históricos

3. Que monumentos podemos ver nas praças?

- (A) hotéis
- (B) cavalos
- (C) estátuas
- (D) carros

4. O que há em Cascais?

- (A) praias
- (B) fábricas
- (C) aeroporto
- (D) praça de Touro

SL G. 102

Given a reading selection, the student will read it and mark the correct answers to the comprehension questions.  
(criterion: 4)

P S L Criterion Reference Test

5. Estoril e Cascais são mais conhecidas pelas:

- (A) praias bonitas.
- (B) estradas modernas
- (C) montanhas altas
- (D) edifícios históricos.

SL G.203

Given ten words that are related, the student will write a paragraph using at least five of the words.

P S L Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

INSTRUÇÕES À PROFESSORA: Marque  T ou  F no espaço, número um de acordo com a resposta do aluno.

INSTRUÇÕES: Lê a lista de palavras. Escolhe pelo menos 5 palavras e escreve um parágrafo usando as palavras.

1. a cidade
2. a rua
3. o edifício
4. o bairro
5. a loja
6. o pouso
7. os taxis
8. o autocarro
9. a polícia
10. o hospital

SL G. 204

Given 5 sentences, the student will select the correct irregular verb in the present or simple future. (critério :4)

Criterion Reference Test

NOME \_\_\_\_\_

DATA \_\_\_\_\_

INSTRUÇÕES: Lê a oração. Marca o espaço que indica a resposta que escolhes.

1. Eu \_\_\_\_\_ muito trabalho.

A) tenho

B) ter

C) teve

D) termos

2. Nós \_\_\_\_\_ à escola.

A) vão

B) vais

C) vamos

D) foram

3. Maria \_\_\_\_\_ comer.

A) faz

B) vai

C) vêm

D) tem

4. O que \_\_\_\_\_ na escola.

A) hei

B) é

C) estão

D) há

5. Eu \_\_\_\_\_ muito inteligente.

A) estás

B) era

C) és

D) sou

APPENDIX XIV

Criterion Reference Tests Item Bank,  
Item Critique Cards

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HAYWARD UNIFIED SCHOOL DISTRICT  
Elementary Education Department  
Bilingual Multicultural Education

C. R. T. ITEM BANK

Teacher's Name \_\_\_\_\_ Subject Area \_\_\_\_\_

Grade Level \_\_\_\_\_ Objective Code \_\_\_\_\_

Item:

Alternatives: Maximum of 4; Minimum of 2.

I-M-3

CRITIQUE OF ITEM

Objective Code \_\_\_\_\_ Reviewer \_\_\_\_\_

1. Level of Difficulty

Easy

1	2	3	4
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Difficult

2. Quality of Item

Appropriate

1	2	3	4
---	---	---	---

Inappropriate

Modifications:

477

Level 1 \_\_\_\_\_

Level 2 \_\_\_\_\_

HAYWARD UNIFIED SCHOOL DISTRICT  
Elementary Education Department  
Bilingual Multicultural Education

C. R. T. ITEM CRITIQUE

Teacher's Name \_\_\_\_\_ Subject Area \_\_\_\_\_  
Grade Level \_\_\_\_\_ Objective Number \_\_\_\_\_  
Critique \_\_\_\_\_ Item Number \_\_\_\_\_

BtM-2

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