

Texas Early Mathematics Inventories BOY – 2nd

Website: www.3tiermathmodel.org

User Name : texas teacher Password: mathematics

Basic Testing Information

- Test – BOY – TEMI – PM Grade 2 Form A
- 4 subtests
 - **Magnitude Comparisons (page 7-8)**
 - **Number Sequence (page 9-10)**
 - **Place Value (page 11-12)**
 - **Addition/Subtraction Combinations (page 13-14)**
- 2 minutes each subtest where students solve as many problems as they can
- Rationale (www.studentprogress.org)
- Total time between 30 and 45 minutes (page 4)
- Administration: Whole Group or Small Group if needed

Instructions (page 7 – 14)

- Instructions should be **read verbatim**.
- **Boldface type is read aloud to the students.**
- *Words appearing in italics are not to be read aloud.*
- Mistakes by students are crossed out, and not erased.
- Three sections to test administration
 - ❖ Demonstrations
 - ❖ Practice
 - ❖ Test Items

Materials

- ✓ Student assessment packets
- ✓ 2 sharpened pencils per student (erasers not necessary)
- ✓ A sheet of paper per student to use as a line marker
- ✓ Dividers (optional)
- ✓ Elmo
- ✓ Copy of demonstration pages
- ✓ Timer with minutes and seconds

(<http://www.online-stopwatch.com/full-screen-stopwatch/>)

Scoring Procedures (Page 17)

📌 Descriptive Rating (Page 41-42)

📌 Percentile Rating (Page 45-47) ******Use PM Total Column******

Every student will have a Student Report and Scoring Sheet to be **placed in their Cumulative Files.**

📌 **Scores will be entered into Aware**

Interventions:

Available for Tier II & Tier III Students

Purpose – The purpose of TEMI testing is to identify students who score below the 25th percentile for the aggregate of 4 subtests.

Students who are identified as below the 25th percentile will be reported as “*at risk*” for PEIMS.

TEMI testing also identifies student strengths and weaknesses in each of 4 critical areas.

**TEMI TESTING
CHECK LIST**

- _____ Student Test Booklets Form A (1 per student)
- _____ Directions for Test Administration (1 per teacher for review and use during testing)
- _____ Teacher Demo pages (1 per teacher to be used during testing)
- _____ Student Scoring Sheet for TEMI PM Form A (1 per student)
- _____ Individual Student Report Sheet (1 per student) (This data sheet will be placed in Student Cumulative File at end of year.)
- _____ Electronic Copy of Teacher Class Report - emailed to Teresa lihara by 4:00 p.m. Wednesday, September 25, 2013

Dates to Remember:

- _____ **Testing Date – Tuesday, September 17, 2013**
- _____ **Scores due in Aware by 4:00 p.m. – September 25, 2013**
- _____ **Electronic Copy of Classroom Report due to Teresa lihara by 4:00 p.m. - September 25, 2013**



Magnitude Comparisons

Demonstrations

9	10	15	20	11	11
---	----	----	----	----	----





Practice

0	5
---	---

43	79
----	----

58	58
----	----

100	363
-----	-----

13	7
----	---

11	2
----	---

6	13
---	----

5	10
---	----

15	8
----	---

33	33
----	----

54	29
----	----

11	42
----	----

164	216
-----	-----

352	47
-----	----

80	246
----	-----

175	146
-----	-----





Number Sequences

Demonstrations

1 2 —

15 — 17

— 102 103





Practice

___ 4 5

16 ___ 18

7 ___ 9

16 17 ___

54 ___ 56

197 198 ___

342 343 ___

___ 164 165

___ 180 181

330 331 ___

___ 451 452

318 319 ___

640 ___ 642

333 334 ___

___ 765 766





Place Value

Demonstrations

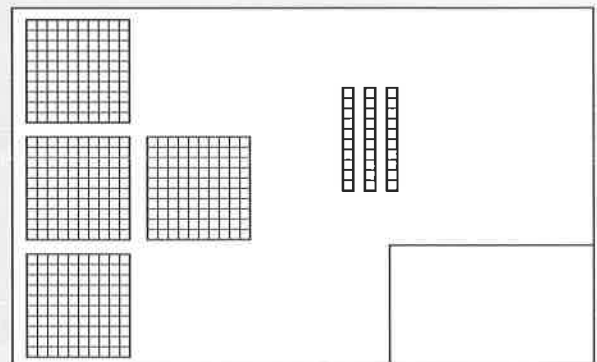
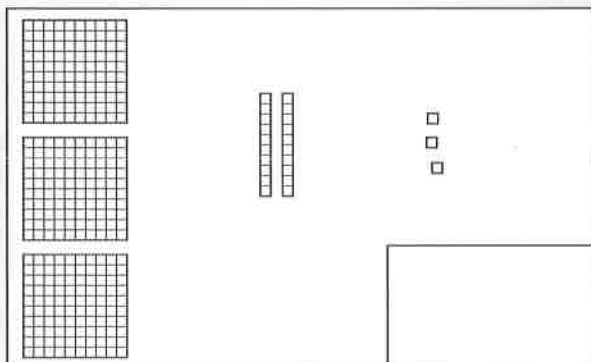
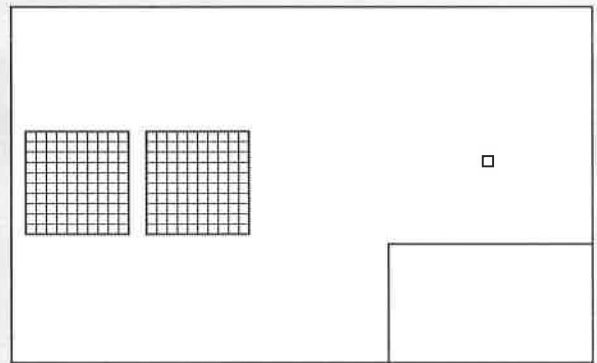
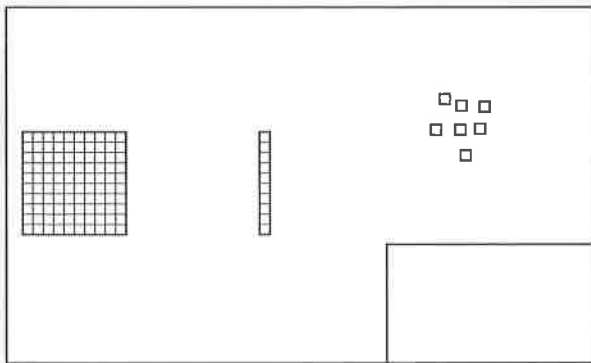
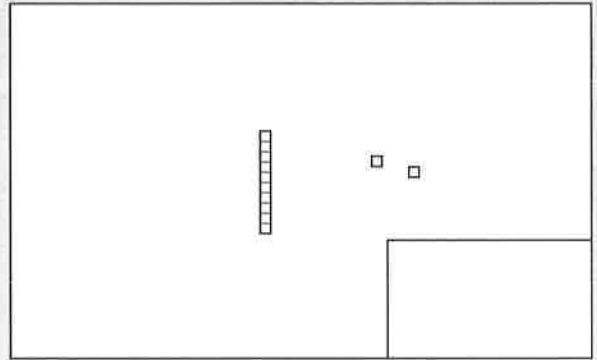
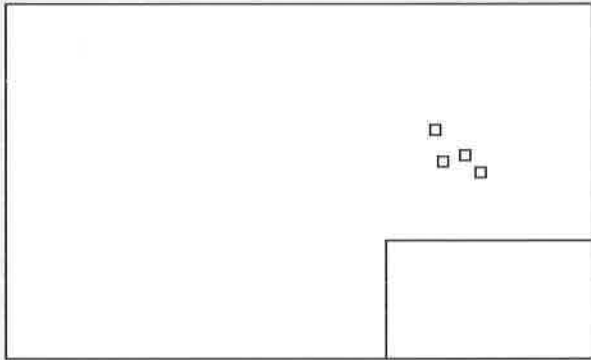
The diagram consists of three place value charts, each with a top half and a bottom half. The top half represents the value of the top half, and the bottom half represents the value of the bottom half.

- Top Chart:** The top half contains a 10x10 grid (representing 100), a vertical bar of 10 small squares (representing 10), and a single small square (representing 1). The bottom half is empty.
- Bottom Left Chart:** The top half contains three vertical bars of 10 small squares each (representing 30), and three small squares (representing 3). The bottom half is empty.
- Bottom Right Chart:** The top half contains a 10x10 grid (representing 100), a vertical bar of 10 small squares (representing 10), and five small squares (representing 5). The bottom half is empty.





Practice





Addition/Subtraction Combinations

+

-

Demonstrations

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

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

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

$$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$$





Practice

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$



Appendix B: Descriptive Ratings

Fall

Descriptive Ratings For Magnitude Comparisons—Fall

Rating	Weeks 1-11
Very Poor	0-6
Poor	7-20
Below Average	21-26
Average	27-39
Above Average	40-45
Superior	46-55
Very Superior	>55

Descriptive Ratings For Number Sequences—Fall

Rating	Weeks 1-11
Very Poor	0-2
Poor	3-7
Below Average	8-9
Average	10-15
Above Average	16-18
Superior	19-21
Very Superior	>21

Descriptive Ratings For Place Value—Fall

Rating	Weeks 1-11
Very Poor	0
Poor	1-2
Below Average	3-5
Average	6-10
Above Average	11-13
Superior	14-17
Very Superior	>17

Descriptive Ratings For Addition/Subtraction Combinations—Fall

Rating	Weeks 1-11
Very Poor	0-5
Poor	6-8
Below Average	9-13
Average	14-24
Above Average	25-30
Superior	31-36
Very Superior	>36

Descriptive Ratings For TEMI-PM Total Score—Fall

Rating	Weeks 1-11
Very Poor	0-32
Poor	33-45
Below Average	46-57
Average	58-85
Above Average	86-101
Superior	102-118
Very Superior	>118

Winter

Descriptive Ratings For Magnitude Comparisons—Winter

Rating	Weeks 19-26
Very Poor	0-19
Poor	20-27
Below Average	28-33
Average	34-48
Above Average	49-55
Superior	56-62
Very Superior	>62

Descriptive Ratings For Number Sequences—Winter

Rating	Weeks 19-26
Very Poor	0-6
Poor	7-11
Below Average	12-14
Average	15-21
Above Average	22-25
Superior	26-32
Very Superior	>32

Descriptive Ratings For Place Value—Winter

Rating	Weeks 19-26
Very Poor	0-1
Poor	2-5
Below Average	6-7
Average	8-14
Above Average	15-18
Superior	19-22
Very Superior	>22

Appendix C: Converting Raw Scores to Percentiles

Second Grade: Weeks 1-11

%ile	MC	NS	PV	ASC	PM-Tot	%ile
1	0-6	0-2	0	0-5	0-32	1
2	7	3			33	2
3	8-10	4	1	6	34-35	3
4	11-12	5		7	36-37	4
5	13-15				38-40	5
6	16	6		8	41	6
7	17-18		2		42-43	7
8	19-20	7			44-45	8
9				9	46	9
10	21			10	47	10
11	22	8	3		48	11
12					49	12
13	23				50	13
14				11		14
15			4		51	15
16	24				52	16
17				12	53	17
18		9			54	18
19	25					19
20					55	20
21			5	13		21
22	26				56	22
23					57	23
24						24
25	27	10	6	14	58	25
26					59	26
27						27
28				15	60	28
29	28					29
30					61	30
31					62	31
32						32
33	29				63	33
34				16		34
35					64	35
36						36
37					65	37
38	30					38
39		11			66	39

Second Grade: Weeks 1-11 (cont.)

%ile	MC	NS	PV	ASC	PM-Tot	%ile
40						40
41			7	17	67	41
42						42
43					68	43
44	31					44
45					69	45
46				18		46
47						47
48					70	48
49						49
50	32	12		19	71	50
51						51
52						52
53					72	53
54				20		54
55	33		8		73	55
56					74	56
57						57
58	34			21	75	58
59						59
60						60
61	35	13			76	61
62					77	62
63				22	78	63
64						64
65			9		79	65
66	36					66
67					80	67
68					81	68
69				23		69
70	37				82	70
71		14				71
72	38				83	72
73			10			73
74				24	84	74
75	39	15			85	75
76					86	76
77						77
78	40			25	87	78

Second Grade: Weeks 1-11 (cont.)

%ile	MC	NS	PV	ASC	PM-Tot	%ile
79						79
80			11		88	80
81					89	81
82	41			26	90	82
83					91	83
84	42	16			92	84
85				27	93	85
86	43		12		94	86
87					95	87
88	44	17		28	96	88
89					97-98	89
90	45		13	29	99	90
91		18		30	100-101	91
92	46				102-103	92
93	47		14	31	104	93
94	48	19		32	105-107	94
95	49		15	33	108-109	95
96	50-51	20		34	110-112	96
97	52-54	21	16	35	113-117	97
98	55		17	36	118	98
99	>55	>21	>17	>36	>118	99

Specific Administration Instructions

The instructions should be read verbatim. For the TEMI-PM, there are three sections to test administration: Demonstrations, Practice, and Test items. In each section, words appearing in *italics* are not read aloud, and words appearing in **boldface type** are read aloud to the students. Examiners should read the instructions several times to become thoroughly familiar with the content. Pay particular attention to the timing portion of the instructions and how students should change their answers (that is, marking out rather than erasing).

Magnitude Comparisons

Demonstrations

- *Show the Magnitude Combinations Demonstrations overhead transparency.*
- **Turn to the page where you see a bear at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **We are going to work with numbers. You will see two numbers next to each other. You will circle the number that is less or both numbers if they are equal.**
- **The first number is 9, and the second number is 10. Because 9 is less than 10, I circle the number 9. Circle the 9 on the transparency.**
- **Look at the next one. Which number is less? Call on a student.**
- **15 is less than 20. Circle 20. Oops! I circled 20 by mistake. If you make a mistake, cross out the wrong answer with an "X" and circle the right answer. Demonstrate.**
- **The next two numbers are equal. Point to the 11s.**
- **When two numbers are equal, draw a circle around both numbers. Draw a circle around both 11s on the transparency.**
- **When you are working, do not say any numbers or answers out loud. Think in your head.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Look at the page with the duck at the top. Pause. These are your practice items. Eyes on me. Check that you have all students' attention.**
- **Start with the first item and do each one, going across each of the rows. Point to items and rows as you speak.**
- **Do not jump around on the page. Point to different items around the page.**
- **When I say, "Stop" or when you get to the stop sign — point to the stop sign — stop and put your pencil down.**
- **Turn the page. These are your practice items. When I say, "Begin," you will have 30 seconds to circle the number that is less or both numbers if they are equal.**
- **Work as quickly as you can and remember to do your own work.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **Ready? Begin. Start the timer.**
- *As the students work, walk around the room to check that students are following directions and remind them to put their pencil down if they get to a stop sign.*
- *When the timer sounds, say: Stop. Put your pencil down.*

Test Items

- *Set the timer for 2 minutes.*
- **Turn the page to where you see shoes at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **When I say, "Begin," you will have 2 minutes to do as many items as you can. Circle the number that is less or both numbers if they are equal.**
- **If you see an arrow, keep going until I say, "Stop" or until you come to a stop sign.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest. Then circulate and say: I like the way you are working hard and doing your own work. If you get to the arrow, turn the page and keep working until you get to the stop sign or until I say, "Stop."*
- *After the timer sounds, say: Stop. Put your pencil down.*

Number Sequences

Demonstrations

- *Show the Number Sequences Demonstrations overhead transparency.*
- **Turn to the page where you see a bike at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **We are going to work with numbers. You will see two numbers and a blank. You will write the number in the blank that makes a three-number sequence.**
- **The first number is 1, the second number is 2, and then there is a blank to show a missing number. Point to the blank. Because the number 3 makes a three-number sequence, I write the number 3. Write a 3 in the blank on the transparency.**
- **Look at the next one. The blank is in the middle. Point to the blank. What number will make a three-number sequence? Call on a student.**
- **The number 16 makes a three-number sequence, so I write the number 16. Write the number 16 on the transparency.**
- **Look at the last one. The blank is in the beginning. Point to the blank. The number 101 makes a three-number sequence. Write 500. Oops! I wrote 500 by mistake. If you make a mistake, cross out the wrong answer with an "X" and write your answer. Demonstrate.**
- **When you are working, do not say any numbers or answers out loud. Think in your head.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Look at the page with the fish at the top. Pause. These are your practice items. Eyes on me. Check that you have all students' attention.**
- **Start with the first item and do each one, going across each of the rows. Point to items and rows as you speak.**
- **Do not jump around on the page. Point to different items around the page.**
- **When I say, "Stop" or when you get to the stop sign — point to the stop sign — stop and put your pencil down.**
- **When I say, "Begin," you will have 30 seconds to write the number that makes a three-number sequence.**
- **Work as quickly as you can and remember to do your own work.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **Ready? Begin. Start the timer.**
- *As the students work, walk around the room to check that they are following directions and remind them to put their pencil down if they get to a stop sign.*
- **After the timer sounds, say: Stop. Put your pencil down.**

Test Items

- *Set the timer for 2 minutes.*
- **Turn the page to where you see a monkey at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **When I say, "Begin," you will have 2 minutes to do as many items as you can. Write the number that makes a three-number sequence.**
- **If you see an arrow, keep going until I say, "Stop" or until you come to a stop sign.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest. Then circulate and say: I like the way you are working hard and doing your own work. If you get to the arrow, turn the page and keep working until you get to the stop sign or until I say, "Stop."*
- *When the timer sounds, say: Stop. Put your pencil down.*

Place Value

Demonstrations

- *Show the Place Value Demonstrations overhead transparency.*
- **Turn to the page where you see a bird at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **We are going to work with pictures and numbers. You will see pictures of hundreds — point to the hundreds set — tens — point to the tens set — and ones — point to the ones set. You will write the number that shows how many there are in all. 100, 110, 111, so I write the number 111 because there are 111 in all.**
- **The next pictures show 4 tens and 3 ones. There are 43 in all. Point to each picture and say: 10, 20, 30, 40, 41, 42, 43. Because there are 43 in all, I write the number 43. Write the 43 on the transparency in the answer box.**
- **Look at the next one. How many are there in all? Call on a student.**
- **There are 125 in all: 1 hundred, 2 tens, and 5 ones, so I write the number 125. Write 500. Oops! I wrote 500 by mistake. If you make a mistake, cross out the wrong answer with an "X" and write your answer. Demonstrate.**
- **When you are working, do not say any numbers or answers out loud. Think in your head.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Look at the page with the umbrella at the top. Pause. These are your practice items. Eyes on me. Check that you have all students' attention.**
- **Start with the first item and do each one, going across each of the rows. Point to items and rows as you speak.**
- **Do not jump around on the page. Point to different items around the page.**
- **When I say, "Stop" or when you get to the stop sign — point to the stop sign — stop and put your pencil down.**
- **When I say, "Begin," you will have 30 seconds to write the number that shows how many there are in all.**
- **Work as quickly as you can and remember to do your own work.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **Ready? Begin. Start the timer.**
- *As the students work, walk around the room to check that they are following directions and remind them to put their pencil down if they get to stop a sign.*
- *When the timer sounds, say: Stop. Put your pencil down.*

Test Items

- *Set the timer for 2 minutes.*
- **Turn the page to where you see a pig at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **When I say, "Begin," you will have 2 minutes to do as many items as you can. Write the number that shows how many there are in all.**
- **If you see an arrow, keep going until I say, "Stop" or until you come to a stop sign.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest. Then circulate and say: I like the way you are working hard and doing your own work. If you get to the arrow, turn the page and keep working until you get to the stop sign or until I say, "Stop."*
- *After the timer sounds, say: Stop. Put your pencil down.*

Addition/Subtraction Combinations

Demonstrations

- *Show the Addition/Subtraction Combinations Demonstrations overhead transparency.*
- **Turn to the page where you see a chair at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **We are going to do addition and subtraction problems.**
- **When you see a plus sign — point to the plus sign — you add. When you see a minus sign — point to the minus sign — you subtract, or take away.**
- **Pay attention to the sign as you work to see whether you should add or subtract.**
- **Let's look at some sample items. The first problem shows 1 plus 1. What is 1 plus 1? 1 plus 1 equals what number? Pause and select a student to answer.**
- **1 plus 1 equals 2, so I write 2 below the line. Demonstrate on the transparency.**
- **Now look at the second problem. It shows 3 minus 2, or 3 take away 2.**
- **3 minus 2 equals 1, so I write 1 below the line. Demonstrate on the transparency.**
- **Now look at the next problem. It shows 3 plus 1. 3 plus 1 equals 4, so I write 4 below the line. Demonstrate on the transparency.**
- **Now look at the last problem. It shows 9 minus 9, or 9 take away 9. 9 minus 9 equals 0, so I write 0 below the line. Demonstrate on the transparency.**
- **When you add or subtract, you should place your answers here — point to the space under the problem.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Look at the page with the sun at the top. Pause. These are your practice items. Eyes on me. Check that you have all students' attention.**
- **Start with the first item and do each one, going across both of the rows. Point to items and rows as you speak.**
- **Do not jump around on the page. Point to different items around the page.**
- **When I say, "Stop" or when you get to the stop sign — point to the stop sign — stop and put your pencil down.**
- **Work as quickly as you can and remember to do your own work.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **Ready? Begin. Start the timer.**
- *As the students work, walk around the room to check that they are following directions and remind them to put their pencil down if they get to a stop sign.*
- *When the timer sounds, say: Stop. Put your pencil down.*

Test Items

- *Set the timer for 2 minutes.*
- **Turn the page to where you see a mouse at the top. Pause. Eyes on me. Check that you have all students' attention.**
- **Hold your pencil up high where I can see it. Check that pencils are raised.**
- **When I say, "Begin," you will have 2 minutes to do as many problems as you can. Pay attention to the sign so you will know whether to add or subtract.**
- **Keep going until I say, "Stop" or until you come to a stop sign.**
- **Ready? Begin. Start the timer.**
- *As students work, prepare for the next subtest. Then circulate and say: I like the way you are working hard and doing your own work. Remember to pay attention to the sign as you work to see whether you should add or subtract.*
- *When the timer sounds, say: Stop. Put your pencil down.*

This completes testing for the TEMI-PM. Second-grade Day 1 testing is over. Collect all materials.

Testing Tips

Some tips for testing:

- Practice administering the test. Become thoroughly familiar with the test instructions and how to handle the materials (manual, timer, etc.).
- Have all materials ready for testing.
- Before and during testing, ensure that students are “math ready.” Students should sit up straight with their chairs in place and attention focused on the teacher.
- Have extra pencils during testing, in case pencils break or wear down. Students should be told to raise their hand if a pencil breaks.
- After testing:
 - Collect all students’ protocols.
 - Make sure that students’ names are written on their protocols.

Scoring Procedures

This section provides information about scoring the grade 2 TEMI-PM. We (a) discuss scorer qualifications, (b) present the two scoring options from which teachers can choose, (c) present general scoring information, (d) provide specific scoring instructions and examples for scoring the whole test, and (e) present instructions for an abbreviated method of scoring only until the student meets the criterion for noneligibility (that is, a student scores enough points to reach the 25th percentile on the Total Test; thus, he or she does not qualify for remedial intervention).

Scorer Qualifications

Scoring the TEMI-PM and TEMI-O is not particularly difficult, but it should be done by someone qualified to do so. Any general education teacher, special education teacher, diagnostician, or other professional educator who has had coursework in test administration and scoring is qualified to score the test after reading this manual. In addition, paraeducators who have taken assessment courses are also qualified, because such coursework has discussed the relationship between fidelity of test administration and scoring and its relationship to test reliability. However, if scoring is to be assigned to a paraeducator, he or she should be specifically trained on the proper scoring procedures for the TEMI-PM and TEMI-O; should be given multiple opportunities to practice alongside a teacher, diagnostician, and so forth; and have their scorings compared to that of the training professional. Only when agreement of scoring reaches or exceeds 80 percent will the paraeducator be allowed to score the tests independently.

Scoring Options

There are two options for scoring the TEMI-PM. Select the option that best fits the purpose for testing.

	Option	Purpose	What to Do
1	Completed scoring	<ul style="list-style-type: none">• To identify whether students scored at the 25th percentile in all areas tested.• To identify students' strengths and struggles within the TEMI-PM.	<ul style="list-style-type: none">• Score all items for the TEMI-PM.• Sum and record the total number of points.
2	Abbreviated scoring	<ul style="list-style-type: none">• To identify whether students scored at or above the 25th percentile for the TEMI-PM Total Score.	<ul style="list-style-type: none">• Tally the number of correct items and stop scoring when the student has accumulated enough points to reach the 25th percentile.

General Scoring Procedures

- To score the TEMI-PM test protocols for each grade, you need to have the TEMI-PM Scoring Sheets. You can download scoring sheets from the Web site, www.earlymathintervention.org/assessment.
- TEMI-PM Scoring Sheets (see Figure 1):
 - The TEMI-PM Scoring Sheets show answer(s) according to the columns and rows on each page of the test protocols.
 - The answer(s) is (are) in the *A* (*Answer*) box.
 - The correct numbers of answers for each row must be recorded in the *S* (*Score*) box.
 - All *S* box scores for each page are summed and recorded in the *SUBTOTAL* box.
 - All subtotal scores for each page must be summed and recorded in the *SUBTEST TOTAL* (e.g., *MC TOTAL*) box.
 - All subtest total scores are summed and recorded in the *TEST TOTAL* box.

Student Name: _____ Grade 2/TEMI-PM Scoring Sheet

Magnitude Comparisons (MC)												
	Page 4			Page 5			Page 6			Page 7		
	A	S		A	S		A	S		A	S	
1 st Row	77-79-34-30			0-17-75-308			190-498-308-100			888-758-488-878		
2 nd Row	41-87-8-45			60-383-319-200			482-8-418-189			856-298-287-8		
3 rd Row	79-87-1-33			178-397-397-418			317-436-408-340			498-792-910-884		
4 th Row	44-66-311-8			408-320-8783			8-301-288-248			810-981-924-882		
Subtotal												
	→ MC TOTAL											
Number Sequences (NS)												
	Page 10			Page 11			Page 12					
	A	S		A	S		A	S				
1 st Row	10-88-7			288-893-888			678-671-838					
2 nd Row	3-9-4-188			32-820-482			723-730-934					
3 rd Row	27-88-224			388-393-400			817-767-877					
4 th Row	130124131			478-468-837			783-900-841					
5 th Row	172000093			488-803-820								
Subtotal												
	→ NS TOTAL											
Place Value (PV)												
	Page 16		Page 17		Page 18		Page 19		Page 20		Page 21	
	A	S	A	S	A	S	A	S	A	S	A	S
1 st Row	4-78		70-181		362-179		412-368		213-488		76-7601	
2 nd Row	12-10		212-117		217-280		292-898		824-802			
3 rd Row	16-48		177-80		277-241		678-218		888-738			
Subtotal												
	→ PV TOTAL											
Addition/Subtraction Combinations (ABC)												
	Page 28		Page 29		Page 30		Page 31					
	A	S	A	S	A	S	A	S				
1 st Row	0-2-3-4		9-8-0-1		0-11-33-17		15-1-12-9					
2 nd Row	4-9-8-8		6-4-8-4		1-4-2-8-9							
3 rd Row	6-7-3-2		0-10-1-3		18-1-11-7							
Subtotal												
	→ ABC TOTAL											
Test Total												←

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Figure 1. Grade 2/TEMI-PM Scoring Sheet

- Physical setup for scoring: The TEMI-PM Student Booklet is placed on the table, and the matching Scoring Sheet is placed next to the page being scored (see Figures 2 and 3).

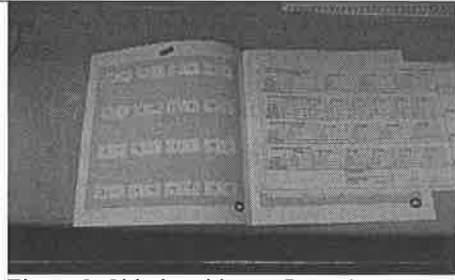


Figure 2. Side-by-side configuration—
TEMI-PM test protocol on left, Scoring Sheet
on right.



Figure 3. Picture of person scoring a
TEMI-PM protocol.

- Scoring is done for the Test item pages only. Do not score Demonstration and Practice items for each subtest in the Student Booklet.
- Some students may skip items or a page and then resume testing with a later item. Thus, it is important to check all pages of the Student Booklet.

Specific Scoring Instructions and Examples: Completed Scoring

Subtest 1: Magnitude Comparisons (MC)

- The student is told to circle the number that is less or both numbers if they are the same, or equal.
- To score: See Figures 4 and 5.

On the Protocol	On the Scoring Sheet
<ul style="list-style-type: none"> • Place a 1 next to each correct answer. • Place a 0 next to each incorrect answer. 	<ul style="list-style-type: none"> • Slash incorrect answers in the <i>A</i> box of the Scoring Sheet. • Circle the answer of the last item that the student solved in the <i>A</i> box of the Scoring Sheet.
<ul style="list-style-type: none"> • Sum the number of correct answers for each row and write the row total on the right of the row on the protocol. 	<ul style="list-style-type: none"> • Record the number of correct answers for each row in the <i>S</i> box of the Scoring Sheet.
	<ul style="list-style-type: none"> • Sum all <i>S</i> box scores for a page and record it in the <i>Subtotal</i> box. • Sum all subtotal scores and record it in the <i>MC Total</i> box.

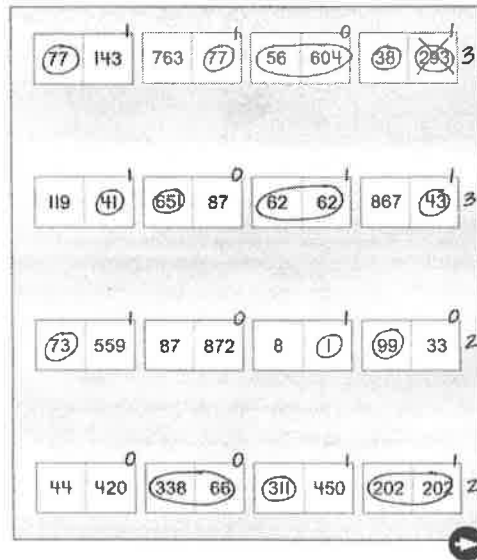


Figure 4. Grade 2/TEMI-PM MC (Page 4) Example

Magnitude Comparisons (MC)								
	Page.4		Page.5		Page.6		Page.7	
	A	S	A	S	A	S	A	S
1 st Row	77-77 56-38	3	2-19-75-301		190-498-385-100		586-736-645-505	
2 nd Row	41-87 B-43	3	60-353-319-200		442-B-418-189		636-596-647-B	
3 rd Row	73-87 1-38	2	176-327-397-416		319-636-605-542		498-792-910-884	
4 th Row	44-46 311(B)	2	408-320-B-183		B-501-705-548		810-981-924-883	
Subtotal	10							

MC TOTAL
10

Figure 5. Grade 2/Cutout of TEMI-PM MC Scoring Sheet Example

Subtest 2: Number Sequences (NS)

- The student is told to write the number that makes a three-number sequence.
- To score: See Figures 6 and 7.

On the Protocol	On the Scoring Sheet
<ul style="list-style-type: none"> • Place a 1 next to each correct answer. • Place a 0 next to each incorrect answer. 	<ul style="list-style-type: none"> • Slash incorrect answers in the <i>A</i> box of the Scoring Sheet. • Circle the answer of the last item that the student solved in the <i>A</i> box of the Scoring Sheet.
<ul style="list-style-type: none"> • Sum the number of correct answers for each row and write the row total on the right of the row on the protocol. 	<ul style="list-style-type: none"> • Record the number of correct answers for each row in the <i>S</i> box of the Scoring Sheet.
	<ul style="list-style-type: none"> • Sum all <i>S</i> box scores for a page and record it in the <i>Subtotal</i> box. • Sum all subtotal scores and record it in the <i>NS Total</i> box.

Figure 6. Grade 2/TEMI-PM NS (Page 10) Example

Number Sequences (NS)							NS TOTAL
	Page.10		Page.11		Page.12		
	A	S	A	S	A	S	
1 st Row	104-9-7	3	258-292-258		672-691-836		
2 nd Row	3-94-186	3	324-320-452		723-730-934		
3 rd Row	27-45-224	2	399-393-400		817-707-977		
4 th Row	120-124-131	0	473-486-537		963-900-941		
5 th Row	172-200-283		436-503-620				
Subtotal		8					8

Figure 7. Grade 2/Cutout of TEMI-PM NS Scoring Sheet Example



FOR SCORING

Q1: What if students reverse their numbers—for example, writing a backward 4 instead of a conventional 4?

A1: Score the item as correct (see example). However, the numbers 2 and 5 may be tricky, because written backward, they may look the same. In this case, check the other answers and see how 2 and 5 are written. Look for consistency and score accordingly.

Q2: What if students write the number 01 instead of 10?

A2: Score the item as incorrect (see example). There is no way of knowing what the student was thinking, so score such reversals as incorrect.

Subtest 3: Place Value (PV)

- The student is told to look at pictures of hundreds, tens, and ones and write the number that shows how many there are in all.
- To score: See Figures 8 and 9.

On the Protocol	On the Scoring Sheet
<ul style="list-style-type: none"> • Place a 1 next to each correct answer. • Place a 0 next to each incorrect answer. 	<ul style="list-style-type: none"> • Slash incorrect answers in the <i>A</i> box of the Scoring Sheet. • Circle the answer of the last item that the student solved in the <i>A</i> box of the Scoring Sheet.
<ul style="list-style-type: none"> • Sum the number of correct answers for each row and write the row total on the right of the row on the protocol. 	<ul style="list-style-type: none"> • Record the number of correct answers for each row in the <i>S</i> box of the Scoring Sheet.
	<ul style="list-style-type: none"> • Sum all <i>S</i> box scores for a page and record it in the <i>Subtotal</i> box. • Sum all subtotal scores and record it in the <i>PV Total</i> box.

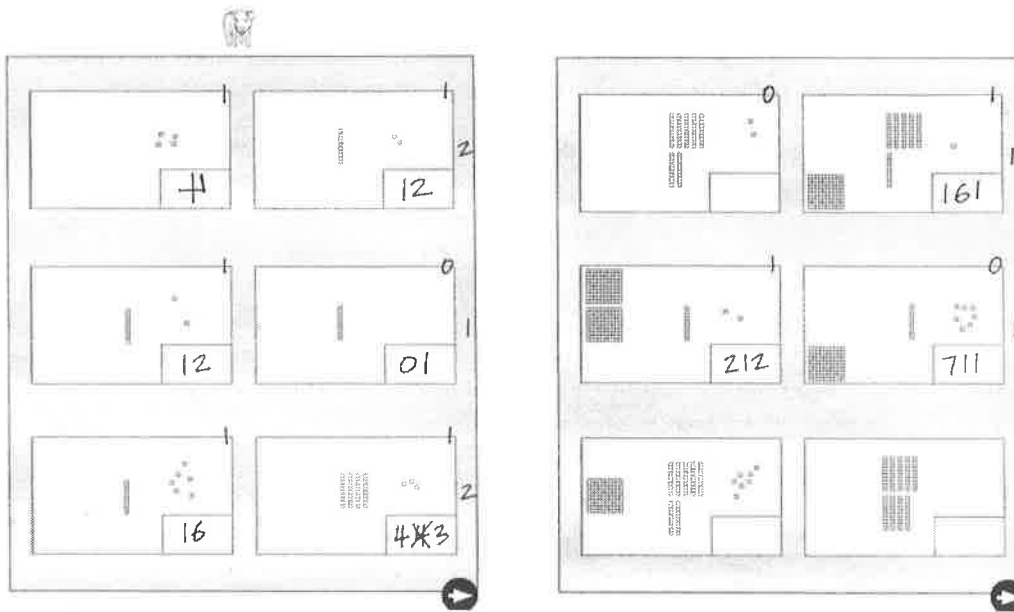


Figure 8. Grade 2/TEMI-PM PV (Pages 16 and 17) Example

Place Value (PV)												
	Page.16		Page.17		Page.18		Page.19		Page.20		Page.21	
	A	S	A	S	A	S	A	S	A	S	A	S
1 st Row	4-12	2	2 161	1	362-173		412-385		515-650		967-601	
2 nd Row	12-30	1	212	1	317-250		392-495		524-902			
3 rd Row	16-43	2	177-90		277-241		676-612		554-735			
Subtotal	5		2									
												PV TOTAL
												7

Figure 9. Grade 2/Cutout of TEMI-PM PV Scoring Sheet Example



FOR SCORING

Q1: What if students write the number 711 instead of 117 or the number 01 instead of 10?

A2: Score the item as incorrect (see example). There is no way of knowing what the student was thinking, so we'll score these reversals as incorrect.

Q2: What if students write the number 01 instead of 10?

A2: Score the item as incorrect (see example). There is no way of knowing what the student was thinking, so score such reversals as incorrect.

Subtest 4: Addition Subtraction Combinations (ASC)

- The student is told to solve addition and subtraction problems.
- To score: See Figures 9 and 10.

On the Protocol	On the Scoring Sheet
<ul style="list-style-type: none"> • Place a 1 next to each correct answer. • Place a 0 next to each incorrect answer. 	<ul style="list-style-type: none"> • Slash the answers in the <i>A</i> box of the Scoring Sheet. • Circle the answer of the last item that the student solved in the <i>A</i> box of the Scoring Sheet.
<ul style="list-style-type: none"> • Sum the number of correct answers for each row and write the row total on the right of the row on the protocol. 	<ul style="list-style-type: none"> • Record the number of correct answers for each row in the <i>S</i> box of the Scoring Sheet.
	<ul style="list-style-type: none"> • Sum all <i>S</i> box scores for a page and record it in the <i>Subtotal</i> box. • Sum all subtotal scores and record it in the <i>ASC Total</i> box.

Handwritten student work for two pages of the ASC test. The left page shows three rows of four problems each, with correct answers marked with a '1' and incorrect ones with a '0'. The right page shows three rows of four problems each, with correct answers marked with a '1' and incorrect ones with a '0'. Some numbers are circled.

Figure 10. Grade 2/TEMI-PM ASC (Pages 24 and 25) Example

Addition/Subtraction Combinations (ASC)								
	Page.24		Page.25		Page.26		Page.27	
	A	S	A	S	A	S	A	S
1 st Row	0-2-3-4	4	9-6-0-1	3	0-11-10-17		15-1-13-9	
2 nd Row	4-9-8-8	2	6-4-8-4	4	14-2-8-18			
3 rd Row	6-3-2	3	0-1-3	1	15-1-11-7			
Subtotal		9		8				ASC TOTAL 17

Figure 11. Grade 2/Cutout of TEMI-PM ASC Scoring Sheet Example

Get A FOR SCORING

Q1: What if students write their answers next to the problem rather than under the line?

A1: Score their answers (see example).

Q2: What if students reverse their numbers—for example, writing a backward 4 instead of a conventional 4?

A2: Score the item as correct (see example). However, the numbers 2 and 5 may be tricky, because written backward, they may look the same. In this case, check the other answers and see how 2 and 5 are written. Look for consistency and score accordingly.

Q3: What if students write the number 01 instead of 10?

A3: Score the item as incorrect (see example). There is no way of knowing what the student what thinking, so score these reversals as incorrect.

Once scoring for the TEMI-PM is completed, sum the subtest total scores (10 + 8 + 7 + 17) and place the total (42) in the Test Total box (see Figure 12).

Student Name: Tim Grade 2 TEMI-PM Scoring Sheet

Magnitude Comparisons (MC)											
	Page 4		Page 5		Page 6		Page 7				
	A	S	A	S	A	S	A	S			
1 st Row	77-77-38	3	2-19-25-201		190-498-385-100		586-736-645-505				
2 nd Row	41-4-43	3	60-353-319-200		442-8-418-189		636-596-647-8				
3 rd Row	73-7-1-3	2	176-327-397-416		319-636-605-542		498-792-910-884				
4 th Row	4-311-0	2	408-320-8-183		8-501-705-568		810-981-924-883				
Subtotal	10								MC TOTAL		
→											
Number Sequences (NS)											
	Page 10		Page 11		Page 12						
	A	S	A	S	A	S					
1 st Row	104-9-7	3	256-292-258		672-691-836						
2 nd Row	3-94-186	3	324-320-452		723-730-934						
3 rd Row	45-224	2	399-593-400		817-707-977						
4 th Row	124-131	0	473-486-537		963-900-963						
5 th Row	172-200-283		436-503-670								
Subtotal	8								NS TOTAL		
→											
Place Value (PV)											
	Page 14		Page 17		Page 18		Page 19		Page 20		
	A	S	A	S	A	S	A	S	A	S	
1 st Row	4-12	2	28-161	1	362-173		412-385		515-650		967-401
2 nd Row	12-4	1	212-0	1	317-250		392-695		524-902		
3 rd Row	16-43	2	177-90		277-241		676-612		554-735		
Subtotal	5		2								PV TOTAL
→											
Addition/Subtraction Combinations (ASC)											
	Page 24		Page 25		Page 26		Page 27				
	A	S	A	S	A	S	A	S			
1 st Row	0-2-3-4	4	9-6-0-1	3	0-11-10-17		15-1-13-9				
2 nd Row	4-9-8	2	6-4-8-4	4	14-2-8-18						
3 rd Row	6-3-2	3	0-0-1-3	1	15-1-11-7						
Subtotal	9		8						ASC TOTAL		
→											
Test Total: 42											

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Figure 12. Grade 2/TEMI-PM Completed Scoring Example

Magnitude Comparisons (MC)

	Page.4		Page.5		Page.6		Page.7	
	A	S	A	S	A	S	A	S
1 st Row	77-77-56-38		2-19-75-301		190-498-385-100		586-736-645-505	
2 nd Row	41-87-B-43		60-353-319-200		442-B-418-189		636-596-647-B	
3 rd Row	73-87-1-33		176-327-397-416		319-636-605-542		498-792-910-884	
4 th Row	44-66-311-B		408-320-B-183		B-501-705-548		810-981-924-883	
Subtotal								

MC TOTAL

Number Sequences (NS)

	Page.10		Page.11		Page.12	
	A	S	A	S	A	S
1 st Row	104-9-7		258-292-258		672-691-836	
2 nd Row	3-94-186		324-320-452		723-730-934	
3 rd Row	27-45-224		399-393-400		817-707-977	
4 th Row	130-124-131		473-486-537		963-900-941	
5 th Row	172-200-283		436-503-620			
Subtotal						

NS TOTAL

Place Value (PV)

	Page.16		Page.17		Page.18		Page.19		Page.20		Page.21	
	A	S	A	S	A	S	A	S	A	S	A	S
1 st Row	4-12		72-161		362-173		412-385		515-650		967-601	
2 nd Row	12-10		212-117		317-250		392-495		524-902			
3 rd Row	16-43		177-90		277-241		676-612		554-735			
Subtotal												

PV TOTAL

Addition/Subtraction Combinations (ASC)

	Page.24		Page.25		Page.26		Page.27	
	A	S	A	S	A	S	A	S
1 st Row	0-2-3-4		9-6-0-1		0-11-10-17		15-1-13-9	
2 nd Row	4-9-8-8		6-4-8-4		14-2-8-18			
3 rd Row	6-9-3-2		0-10-1-3		15-1-11-7			
Subtotal								

ASC TOTAL

Test Total:

Student Name: _____

Grade 2 Teacher: _____

Fall Student Report

Overall Percentile _____

Subtest	Student Score	At or Above 25 th Percentile		Descriptive Rating
		WEEKS 1-11		
Magnitude Comparisons (MC): Comparing two numbers' quantity (0 to 999)		27	Yes <u> </u> No <u> </u>	
Number Sequences (NS): Identifying the missing number in a 3-number sequence (0 to 999)		10	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Place Value (PV): Recognizing the value of stacks of hundreds, tens, and ones (1 to 999)		6	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Addition/Subtraction Combinations (ASC): Knowing the basic addition and subtraction facts		14	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
TEMI-PM Total Score: Understanding number, operations, and quantitative reasoning TEKS		58	Yes <u> </u> No <u> </u>	VP P BA A AA S VS

VP very poor P poor BA below ave. A ave. AA above ave. S superior VS very superior

Winter Student Report

Overall Percentile _____

Subtest	Student Score	At or Above 25 th Percentile		Descriptive Rating
		WEEKS 19-26		
Magnitude Comparisons (MC): Comparing two numbers' quantity (0 to 999)		34	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Number Sequences (NS): Identifying the missing number in a 3-number sequence (0 to 999)		15	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Place Value (PV): Recognizing the value of stacks of hundreds, tens, and ones (1 to 999)		8	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Addition/Subtraction Combinations (ASC): Knowing the basic addition and subtraction facts		21	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
TEMI-PM Total Score: Understanding number, operations, and quantitative reasoning TEKS		80	Yes <u> </u> No <u> </u>	VP P BA A AA S VS

VP very poor P poor BA below ave. A ave. AA above ave. S superior VS very superior

Spring Student Report

Overall Percentile _____

Subtest	Student Score	At or Above 25 th Percentile		Descriptive Rating
		WEEKS 32-40		
Magnitude Comparisons (MC): Comparing two numbers' quantity (0 to 999)		39	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Number Sequences (NS): Identifying the missing number in a 3-number sequence (0 to 999)		15	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Place Value (PV): Recognizing the value of stacks of hundreds, tens, and ones (1 to 999)		11	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
Addition/Subtraction Combinations (ASC): Knowing the basic addition and subtraction facts		24	Yes <u> </u> No <u> </u>	VP P BA A AA S VS
TEMI-PM Total Score: Understanding number, operations, and quantitative reasoning TEKS		89	Yes <u> </u> No <u> </u>	VP P BA A AA S VS

VP very poor P poor BA below ave. A ave. AA above ave. S superior VS very superior

EXAMPLE

Student Name	Student Score- Fall	Percentile Fall	At or Above 25 th Percentile Fall		Student Score- Winter	Percentile Winter	At or Above 25 th Percentile Winter		Student Score- Spring	Percentile Spring	At or Above 25 th Percentile Spring	
			Yes	NO			Yes	NO			Yes	NO
Barber, Tammy	52	75th	Yes									
Herron, Kim	41	62nd	Yes									
Lambert, MaryBeth	12	21st		No								

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