

ShillerMath Book 1 Test Answers

LESSON 1-56 REVIEW TEST #1-1

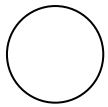
“Now we will have a test to see what you have learned. This will help me understand what I need to do to make our math work more fun. You may take as much time and use whatever materials you wish.”

Compare the answers here to the student’s answers. For each correct answer, add the appropriate number of points, and compute the total score.

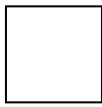
Start time: _____ Finish time: _____

_____ 1. Score one point for each correct answer (maximum score: 5) [Lessons 1-2, 1-3, 1-4, 1-10, 1-23]

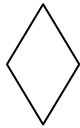
“What is the name of each of these shapes?”



Circle



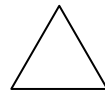
Square



Diamond



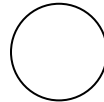
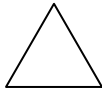
Heart



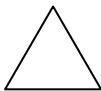
Triangle

_____ 2. Score 3 points for the correct answer (maximum score: 3) [Lessons 1-3, 1-4, 1-10, 1-23, 1-43]

“How many diamonds are there?” 3



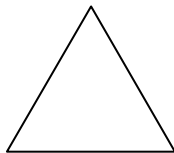
_____ 3. Score 2 points for each correct answer (maximum score: 4) [Lessons 1-15, 1-16, 1-17, 1-18, 1-44]



A



B



C

a. “Which is the biggest triangle, A or B or C?” C

b. “Which is the smallest triangle, A or B or C?” B

_____ 4. Score one point for each correct answer in this step (maximum score: 3) [Lessons 1-4, 1-5, 1-11, 1-14, 1-23, 1-27, 1-28, 1-32, 1-43]

“Can you count to five out loud? Can you clap four times? Can you jump up and down three times?”

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_____ 5. Score two points for each correct answer (maximum score: 6) [Lessons 1-9, 1-27, 1-49, 1-50]

“Is this number of dots even or odd?” Even



“Even or odd?” Odd



“Even or odd?” Even



_____ 6. Score two points for each correct answer (maximum score: 8) [Lessons 1-9, 1-20, 1-21, 1-22, 1-24, 1-30, 1-41, 1-47, 1-55]

“What is this number?” One

1

“This number?” Ten (or one ten)

10

“This number?” Thousand (or one thousand)

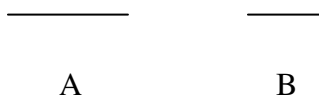
1000

“This number?” Hundred (or one hundred)

100

_____ 7. Score one point for each correct answer (maximum score: 2) [Lesson 1-44]

a. “Which is shorter, A or B?” B



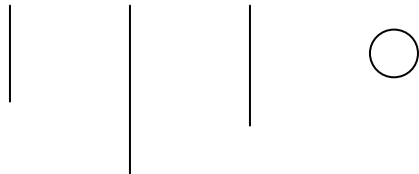
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b. “Which is longer, C or D?” C



_____ 8. Score two points for identifying the circle and an additional three points for the reason (maximum score: 5) [Lessons 1-33, 1-34]

“Which is not like the others?” The circle



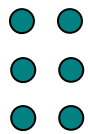
“Why?” The first three objects are straight lines; a circle is a curved line.

_____ 9. Add one point for each correct answer in this step (maximum score: 3) [Lessons 1-6, 1-7, 1-8, 1-48]

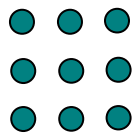
“Turn your face to the left. Lift your right leg. Put your left thumb on your right ear.”

_____ 10. Score one point for each correct answer (maximum score: 6) [Lessons 1-52, 1-53, 1-54]

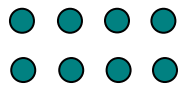
a. “How many rows? How many columns?” 3 2



b. “How many rows? How many columns?” 3 3



c. “How many rows? How many columns?” 2 4



_____ 11. Score three points for each correct answer (maximum score: 6) [Lessons 1-16, 1-18]

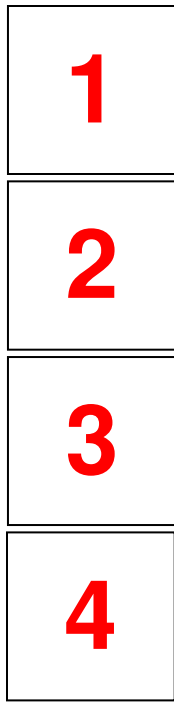
a. “All people have three eyes. Is this true or false?” False

b. “Cats have two ears. True or false?” True

_____ 12. Score one point for each correct answer (maximum score: 4) [Lessons 1-12, 1-25, 1-38, 1-13, 1-26, 1-39, 1-51]

“Write the numbers for one, two, three, and four:”

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_____ 13. Score two points for each correct answer (maximum score: 4) [Lesson 1-19]

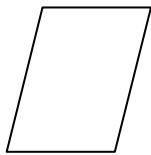
a. “You may bring me the number card for this number of units:” 3



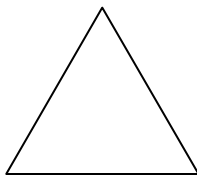
b. “You may bring me the number card for this number of units:” 5



_____ 14. Score one point for each correct answer in a, three points for the correct answer in b (maximum score: 7) [Lessons 1-29, 1-31, 1-40, 1-46]



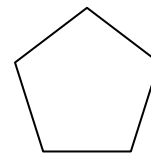
Shape A



Shape B



Shape C



Shape D

a. “How many corners does each shape have?” A 4 B 3 C 3 D 5

b. “Which shape has the most corners?” Shape D

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_____ 15. Score three points for the correct answer (maximum score: 3) [Lessons 1-35, 1-36, 1-42, 1-45]

“Repeat the pattern as shown here:”

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | + | △ | 2 | + | △ | 2 | + | △ | 2 | + | △ |
|---|---|---|---|---|---|---|---|---|---|---|---|

_____ TOTAL SCORE (MAXIMUM 69)

Enter a new line onto the Review Test Scoresheet and fill out all but the last column, including Lessons number(s) for any incorrect responses. After you write in your initials, ask the student to do so as well, “So we can record your accomplishment.”

Then say, “Congratulations! You have finished this review test, which is a great accomplishment.”

Until the student has competence and closure, repeat the Lessons you entered onto the Review Test Scoresheet, and then repeat the missed review test questions until the student achieves a perfect score.

END LESSON 1-56 REVIEW TEST #1-1

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LESSON 1-113 REVIEW TEST #1-2

“Now we will have a test to see what you have learned. This will help me understand what I need to do to make our math work more fun. You may take as much time and use whatever materials you wish.”

Compare the answers here to the student’s answers. For each correct answer, add the appropriate number of points, and compute the total score.

Start time: _____ Finish time: _____

_____ 1. Score one point for each correct number (maximum score: 9) [Lessons 1-61, 1-73, 1-86, 1-97, 1-108]

“Write the numbers from 1 to 9.”

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

_____ 2. Score two points for the correct number of rows and two additional points for the correct number of columns (maximum score: 4) [Lessons 1-63, 1-64]

“You may draw a table with 3 rows and 5 columns.”

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

_____ 3. Score three points for the correct answer (maximum score: 3) [Lessons 1-74, 1-91, 1-92]

“I am thinking of a number from 1 to 4. How many possible different numbers could I be thinking of?” 4

_____ 4. Score three points for the correct answer (maximum score: 3) [Lesson 1-109]

“What takes longer, writing the number one or writing your name?” Writing your name

_____ 5. Score two points for each correct direction the student faced (maximum score: 4) [Lessons 1-98, 1-99, 1-100, 1-105, 1-107]

Face North (or just pick a direction to face if you’re not sure where North is). “I am facing North. Can you face East?” turn to the right “West?” from East, turn about face

_____ 6. Score two points for each correct answer (maximum score: 6) [Lessons 1-94, 1-95, 1-103, 1-104]

a. “Which is worth more, three pennies or one nickel?” One nickel.

b. “Seven pennies or one nickel?” Seven pennies.

c. “Five pennies or one nickel?” Neither is worth more; they are worth the same.

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_____ 7. Score three points if the student said this correctly (maximum score: 3) [Lessons 60, 1-76, 1-87]

“Count to nine backwards from nine to one.” 9 8 7 6 5 4 3 2 1

_____ 8. Score one point for each correct answer (maximum score: 4) [Lessons 1-61, 1-73, 1-86, 1-97, 1-108]

a. “What is this number?” six

6

b. “This number?” nine

9

c. “This number?” three

3

d. “This number?” ten

10

_____ 9. Score two points for the correct answer and another two points for the correct reason (maximum score: 4) [Lessons 1-65, 1-66, 1-79, 1-102]

“Which is different?” 5

A Q 5 S

“Why?” 5 is the only symbol that is not a letter. There may be other correct answers, such as "A because it is the only one that doesn't have a round part."

_____ 10. Score two points for each correct answer (maximum score: 4) [Lessons 1-58, 1-69, 1-88]

a. “Is this true or false? Everyone in the world has black hair.” False (there are people who don't have black hair)

b. “True or false? A triangle has four sides.” False (a triangle has only three sides; a square or rectangle has four sides)

_____ 11. Score one point for each correct answer or action (maximum score: 8) [Lessons 1-62, 1-71, 1-78, 1-80, 1-85, 1-90]

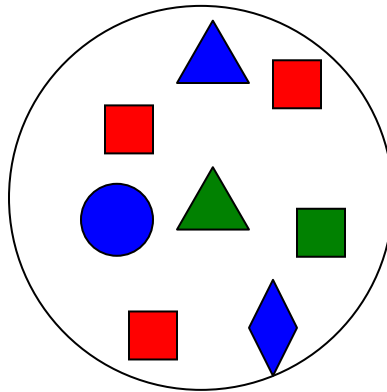
Point to the ShillerMath material bank.

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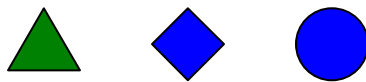
- a. “You may bring me 2 thousands, 9 hundreds, 7 tens, and 1 unit.”
- b. “Put back 1 thousand.”
- c. “Put back 5 hundreds.”
- d. “Put back 1 unit.”
- e. “How many thousands do you have?” 1
- f. “How many hundreds do you have?” 4
- g. “How many tens do you have?” 7
- h. “How many units do you have?” 0 or none

_____ 12. Score one point for each correct answer (maximum score: 9) [Lessons 1-68, 1-70, 1-77, 1-89]

Make a group of shapes on the mat as shown.



- a. “How many shapes are in the group?” 8
- b. “How many triangles are in the group?” 2
- c. “How many squares are in the group?” 4
- d. “How many diamonds are in the group?” 1
- e. “How many circles are in the group?” 1
- f. “How many different shapes are in the group?” 4
- g. “How many different colors are in the group?” 3
- h. “Remove these shapes from the group. How many shapes did you take away?” 3

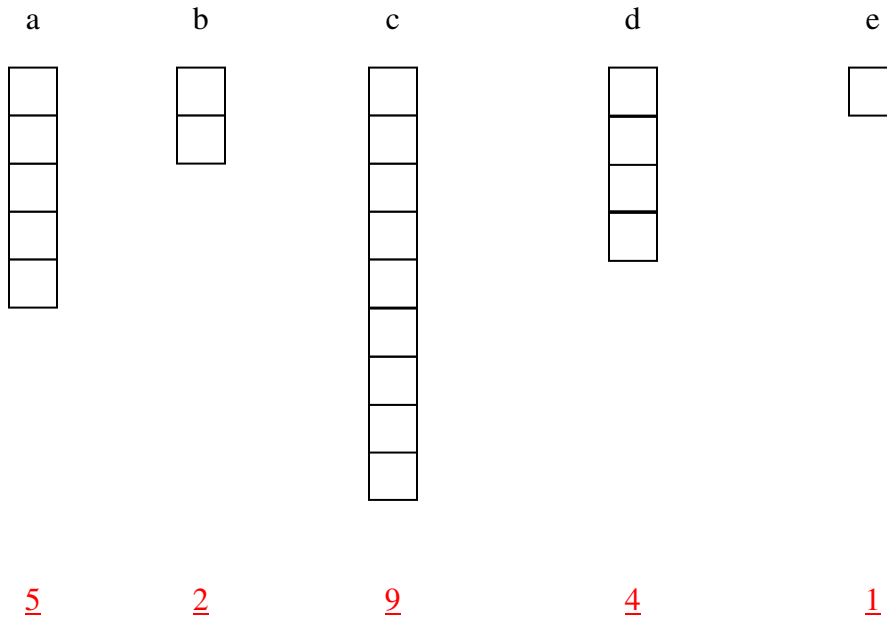


- i. “How many shapes are left?” 5

_____ 13. Score one point for each correct answer (maximum score: 5) [Lessons 1-63, 1-72]

“How many squares are in each of these columns?”

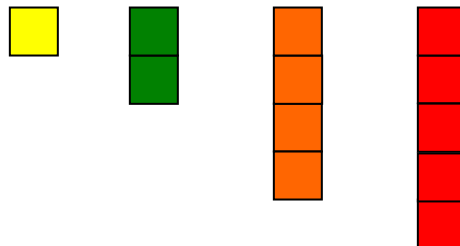
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_____ 14. Score one point for each correct answer (maximum score: 5) [Lessons 1-75, 1-83, 1-84, 1-88, 1-96, 1-110, 1-111]

“Look at the colored strips below.”

- a. “How many yellow strips does it take to make a red strip?” 5
b. “How many green strips does it take to make an orange strip?” 2
c. “How many yellow strips does it take to make a green strip?” 2



- d. “Which strip is longest?” red
e. “Which strip is all the way to the left?” yellow

_____ 15. Score two points for each correct answer (maximum score: 6) [Lessons 1-81, 1-82]

Take out the two measuring cups.

- a. “Which one holds more water?” the larger cup
b. “Which one holds more sand?” the larger cup
c. “Fill the smaller cup with water. Now pour it into the larger cup. Fill the smaller cup with water again. Now pour it again into the larger cup. How many times did you put water into the larger cup?” two times or twice

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_____ 16. Score one point for each correct answer (maximum score: 5) [Lessons 1-67, 1-93]

Lay out 1 unit cube on the mat.



a. “How many units are there?” 1

b. Put another 2 unit cubes on the mat in another pile.



“How many units are in this new group?” 2

c. Put the unit cubes together.



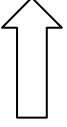
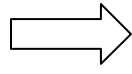
“How many units are there altogether?” 3

d. “Take away one unit. How many units are there now?” 2

e. “Take away two units. How many units are there now?” 1

_____ 17. Score two points for each correct answer (maximum score: 6) [Lessons 1-59, 1-87, 1-98, 1-99, 1-100, 1-102, 1-106]

“Say the rule for each of these:”

| Before | After | Rule |
|---|---|--|
| 1 2 3 | 1 2 3 4 | <u>The next counting number</u> or <u>add one</u> |
| 2 3 4 5 | 2 3 4 5 6 | |
| 1 2 | 1 2 3 | |
|  |  | <u>Turn or twist to the right</u> |
| A B C D E F | A C E | <u>Skip a symbol</u> |
| 1 2 3 4 5 6 7 | 1 3 5 7 | |
| 9 Y A 3 Z 0 1 | 9 A Z 1 | |

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_____ 18. Score two points if the student guessed to within two chairs of the correct number (maximum score: 2) [Lesson 1-18]

“Close your eyes and guess how many chairs are around the kitchen (or dining room) table.”
Usually 4 or 6; depends of course on your kitchen table!

_____ TOTAL SCORE (MAXIMUM 90)

Enter a new line onto the Review Test Scoresheet and fill out all but the last column, including Lessons number(s) for any incorrect responses. After you write in your initials, ask the student to do so as well, “So we can record your accomplishment.”

Then say, “Congratulations! You have finished this review test, which is a great accomplishment.”

Until the student has competence and closure, repeat the Lessons you entered onto the Review Test Scoresheet, and then repeat the missed review test questions until the student achieves a perfect score.

END LESSON 1-113 REVIEW TEST #1-2

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LESSON 1-155 REVIEW TEST #1-3

“Now we will have a test to see what you have learned. This will help me understand what I need to do to make our math work more fun. You may take as much time and use whatever materials you wish.”

Compare the answers here to the student’s answers. For each correct answer, add the appropriate number of points, and compute the total score.

Start time: _____ Finish time: _____

_____ 1. Score one point for the correct answer (maximum score: 1) [Lesson 1-115]

“How many instruments are playing when a solo violin is played?” 1

_____ 2. Score one point for each correct answer (maximum score: 8) [Lessons 1-116, 1-117, 1-118, 1-119, 1-124, 1-125, 1-126, 1-127, 1-128, 1-129, 1-132, 1-134, 1-136, 1-143, 1-144, 1-145, 1-146]

“Name each of these signs:”

– minus

+ plus

> greater than

< less than

= equal

≠ not equal


≤ less than or equal to


≥ greater than or equal to


_____ 3. Score one point for each correct answer (maximum score: 7) [Lessons 1-116, 1-117, 1-118, 1-119, 1-124, 1-125, 1-126, 1-127, 1-128, 1-129, 1-132, 1-134, 1-136, 1-143, 1-144, 1-145, 1-146]


“Draw each of these signs:”


plus 

less than or equal 

not equal 

equal 

greater than or equal 

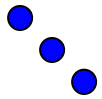
greater than 

minus 

_____ 4. Score one point for the identification of each true statement in step a and one point for each correct statement in step b (maximum score: 8) [Lessons 1-119, 1-128, 1-129, 1-132, 1-134, 1-141, 1-148, 1-150]

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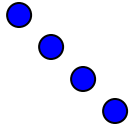
a. “Which statements are true? Tell me about each statement and why it is true or false. For example, two is less than three would be true.”



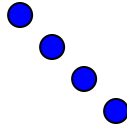
$>$



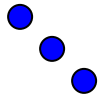
True; three is greater than two



\neq



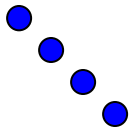
False; four is equal to four



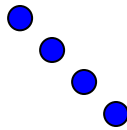
$=$



False; three is greater than two



\geq



True; four is greater than or equal to four



\leq



True; one is less than or equal to two

_____ 5. Score one point for each correct answer (maximum score: 3) [Lessons 1-122, 1-135, 1-152]

a. “You have a nickel and two pennies. How much money do you have in cents?” 7

b. “I have nine cents. You have a nickel and three pennies. Who has more money, me or you?”

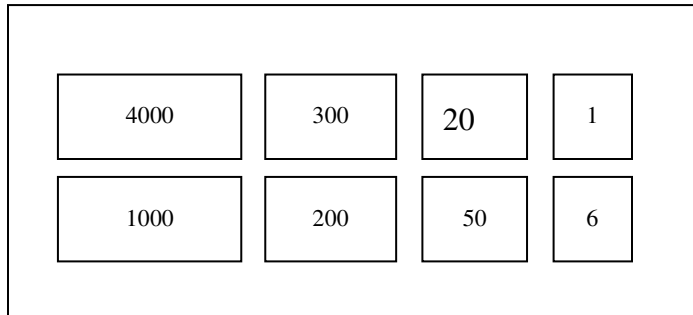
You (that is, the educator)

c. “You have a nickel and then I give you a penny. How much money do you have now in cents?” 6

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_____ 6. Score one point for each time the student brings the correct amount of material (this happens twice). Score two points if the student brings the correct number cards for the sum. Score two points if the student writes the equation correctly. (Maximum score: 6) [Lesson 1-123]

a. From the ShillerMath numbers bank put down the number cards to make 4321 and number cards to make 1256:



“Using the ShillerMath materials bank, bring me four thousands, three hundreds, two tens and one unit.” Place the material above the first set of number cards. Did the student bring the correct amount of material? _____

“Now bring me one thousand, two hundreds, five tens and six units.” Place the material above the second set of number cards.” Did the student bring the correct amount of material? _____

“Now put together the units and bring me the number card for the number of units.”

“Now put together the tens and bring me the number card for the number of tens.”

“Now put together the hundreds and bring me the number card for the number of hundreds.”

“Now put together the thousands and bring me the number card for the number of thousands.”
Did the student bring the correct number cards? _____

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“Put the

| |
|------|
| 4000 |
|------|

| |
|-----|
| 300 |
|-----|

| |
|----|
| 20 |
|----|

| |
|---|
| 1 |
|---|

 number cards on top of one another:

and write this number in this box (4321).

| | | | |
|---|---|---|---|
| 4 | 3 | 2 | 1 |
|---|---|---|---|

“Put the

| |
|------|
| 1000 |
|------|

| |
|-----|
| 200 |
|-----|

| |
|----|
| 50 |
|----|

| |
|---|
| 6 |
|---|

 number cards on top of one another:

and write this number in this box (1256).

| | | | |
|---|---|---|---|
| 1 | 2 | 5 | 6 |
|---|---|---|---|

“Put the

| |
|------|
| 5000 |
|------|

| |
|-----|
| 500 |
|-----|

| |
|----|
| 70 |
|----|

| |
|---|
| 7 |
|---|

 number cards on top of one another:

and write this number in this box (5577).

| | | | |
|---|---|---|---|
| 5 | 5 | 7 | 7 |
|---|---|---|---|

| | | | | |
|-------------|--|-------------|--|-------------|
| 4321 | | 1256 | | 5577 |
|-------------|--|-------------|--|-------------|

b. “Write the equation for the addition you just did here:”

| | | | | |
|-------------|----------|-------------|----------|-------------|
| 4321 | + | 1256 | = | 5577 |
|-------------|----------|-------------|----------|-------------|

_____ 7. Score one point for each correct answer (maximum score: 5) [Lesson 1-130]

“I am putting three shapes into the bag.” Put three different shapes (for example, a circle, square, and triangle) into the bag.

- “How many shapes are in the bag?” 3
- “How many different shapes are in the bag?” 3
- “Do you think it is more likely for me to pick a circle than it is for me to pick a square?” no
- “Do you think it is more likely for me to pick a triangle than it is for me to pick a circle?” no
- “How many different shapes could I pull out of the bag?” 3

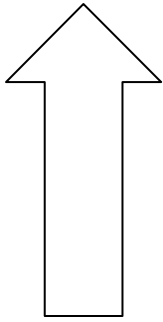
_____ 8. Score one point for each correct answer (maximum score: 3) [Lesson 1-131]

- “Write down the Roman Numeral for 1.” I
- “Write down the Roman Numeral for 3.” III
- “Write down the Roman Numeral for 2.” II

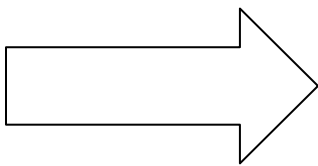
ShillerMath Book 1 Test Answers

_____ 9. Score two points for each correct answer (maximum score: 4) [Lesson 1-133]

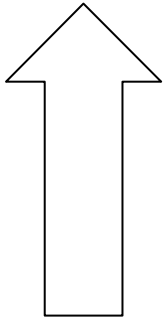
a. “If this arrow is facing North:”



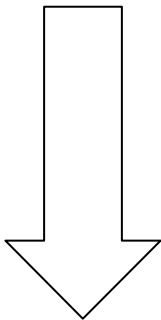
“then what direction is this arrow facing?” East



b. “If this arrow is facing South:”



“then what direction is this arrow facing?” North



_____ 10. Score two points for the correct answer (maximum score: 2) [Lessons 1-121, 1-137, 1-138]

“Peter has one apple. His mother gives him another apple. How many apples does Peter have?”

2

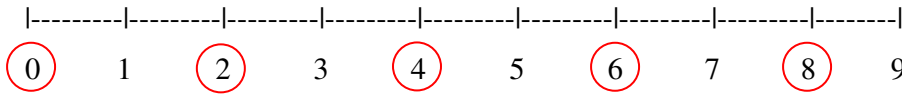
ShillerMath Book 1 Test Answers

_____ 11. Score two points if the student correctly says 2, 3, 4, 5, 6, 7, 8, 9, 10. Score one point if the student misses one number (maximum score: 2) [Lessons 1-147, 1-149]

How many numbers did the student miss? _____

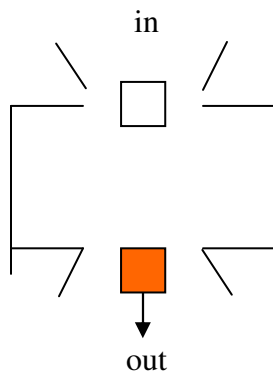
_____ 12. Score one point for each correct answer (maximum score: 5) [Lessons 1-139, 1-140]

“Circle even numbers on the number line starting from zero:”

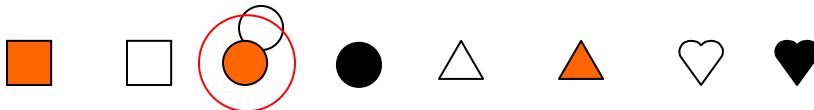


_____ 13. Score two points for the correct answer (maximum score: 2) [Lesson 1-142]

“This is a magic box. The white square goes in and comes out orange.”



“If I put in this shape: what will come out? You may point to the shape below.”



_____ 14. Score one point for each correct answer in a. and three points for the correct sentence in b. (maximum score: 6) [Lessons 1-116, 1-118, 1-120, 1-153]

a. “Repeat the pattern:”

| | | | | |
|----------|----------|----------|----------|----------|
| 1 | + | 1 | = | 2 |
| 1 | + | 1 | = | 2 |
| 1 | + | 1 | = | 2 |
| 1 | + | 1 | = | 2 |

ShillerMath Book 1 Test Answers

b. “Say what you just wrote.” One plus one is [equals, is equal to] two

_____ 15. Score one point for each correct answer (maximum score: 5) [Lessons 1-120, 1-151, 1-152, 1-153, 1-154]

“Which of the following makes the equation one plus one equals two?” a d e (not b or c)

a. $\boxed{1} + \boxed{1} = \boxed{2}$

b. 

c. $0 + 2 = 2$

d. $1 + 1 = 2$

e. 

_____ TOTAL SCORE (MAXIMUM 67)

Enter a new line onto the Review Test Scoresheet and fill out all but the last column, including Lessons number(s) for any incorrect responses. After you write in your initials, ask the student to do so as well, “So we can record your accomplishment.”

Then say, “Congratulations! You have finished this review test, which is a great accomplishment.”

Until the student has competence and closure, repeat the Lessons you entered onto the Review Test Scoresheet, and then repeat the missed review test questions until the student achieves a perfect score.

END LESSON 1-155 REVIEW TEST #1-3

ShillerMath Book 1 Test Answers

LESSON 1-196 REVIEW TEST #1-4

“Now we will have a test to see what you have learned. This will help me understand what I need to do to make our math work more fun. You may take as much time and use whatever materials you wish.”

Compare the answers here to the student’s answers. For each correct answer, add the appropriate number of points, and compute the total score.

Start time: _____ Finish time: _____

_____ 1. Score one point for each correct answer (maximum score: 3) [Lessons 1-157, 1-191]

“Are these groups a solo, duet, or trio?”

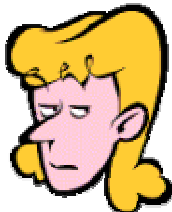
a. Duet



b. Trio



c. Solo



_____ 2. Score one point for each correct answer (maximum score: 12) [Lessons 1-158, 1-161, 1-164, 1-165, 1-166, 1-167, 1-168, 1-179, 1-180, 1-182, 1-184, 1-185, 1-189, 1-192, 1-193]

“You may fill in the missing numbers:”

$$3 - 1 = \boxed{2}$$

$$2 - 0 = \boxed{2}$$

$$1 - 0 = \boxed{1}$$

$$2 - 1 = \boxed{1}$$

ShillerMath Book 1 Test Answers

$$3 - 0 = \boxed{3}$$

$$3 - 2 = \boxed{1}$$

$$\boxed{2} = 3 - 1$$

$$\boxed{0} = 2 - 2$$

$$\boxed{1} = 3 - 2$$

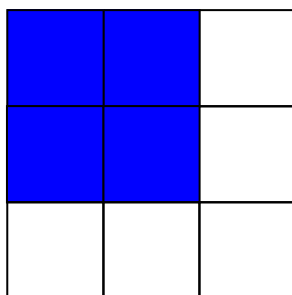
$$\boxed{2} = 2 - 0$$

$$\boxed{0} = 0 - 0$$

$$\boxed{0} = 3 - 3$$

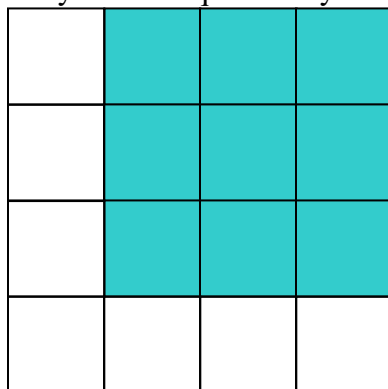
_____ 3. Score two points for each correct answer (maximum score: 8) [Lessons 1-162, 1-187]

a. “On the blank number grid, color four boxes so they make a square. Any color is OK.” **Other answers are possible**



b. “How many boxes are on each side of the square?” **2**

c. “Now color nine boxes so they make a square. Any color is OK.” **Other answers are possible**



d. “How many boxes are on each side of the colored square?” **3**

_____ 4. Score two points for each correct answer (maximum score: 6) [Lessons 1-159, 1-160, 1-164, 1-165, 1-166, 1-168, 1-179, 1-180, 1-182, 1-184, 1-185, 1-192, 1-193]

a. “Can you write an equation for this sentence? Jane had three cats and one ran away. Now Jane has only two cats.” **$3 - 1 = 2$**

ShillerMath Book 1 Test Answers

b. “Can you write an equation for this sentence? Mrs. Peacock has one more seat in her car than Mr. Marley and Mr. Marley has two seats in his car. $2 + 1 = 3$ ”

c. “Tell me how many seats Mrs. Peacock has in her car.” 3

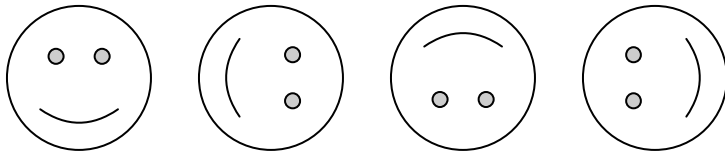
_____ 5. Score two points for the correct answer (maximum score: 2) [Lessons 1-163, 1-170, 1-183]

“What can we call these numbers?” even numbers or even

0 2 4 6 8

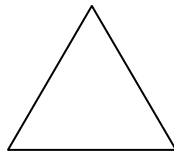
_____ 6. Score two points for the correct answer (maximum score: 2) [Lessons 1-169, 1-175]

“What is happening with this pattern?”



_____ 7. Score two points for each correct answer (maximum score: 8) [Lessons 1-194, 1-195]

a. “Can you draw a triangle?”



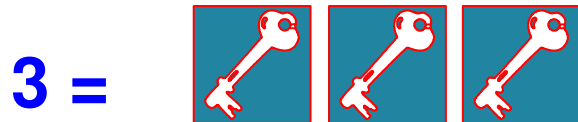
b. “How many sides does a triangle have?” 3

c. “What is a triangle called when two of its sides are the same?” Isosceles

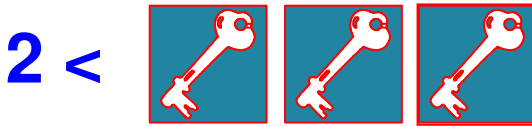
d. “What is a triangle called when all three of its sides are the same?” Equilateral

_____ 8. Score two points for each correct answer (maximum score: 6) [Lessons 1-171, 1-173]

“Color keys red to make these statements true.”



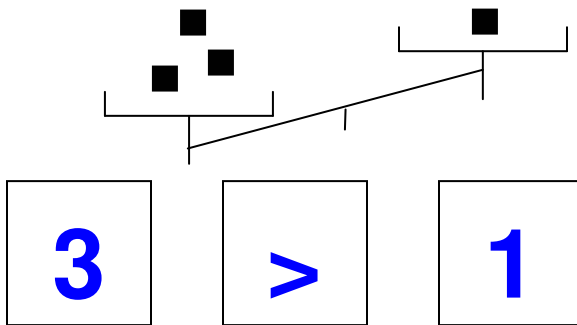
ShillerMath Book 1 Test Answers



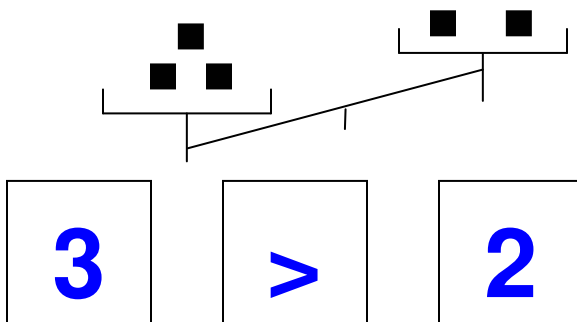
_____ 9. Score two points for each correct answer (maximum score: 6) [Lessons 1-171, 1-173, 174]

“Write what these balances show:”

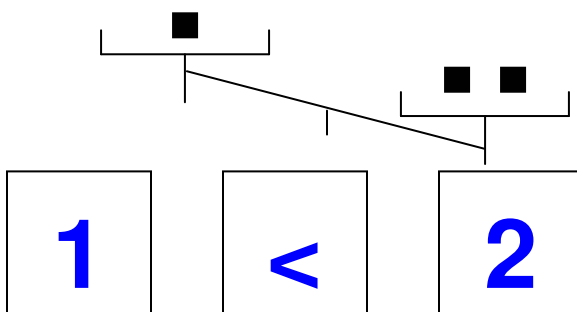
a.



b.



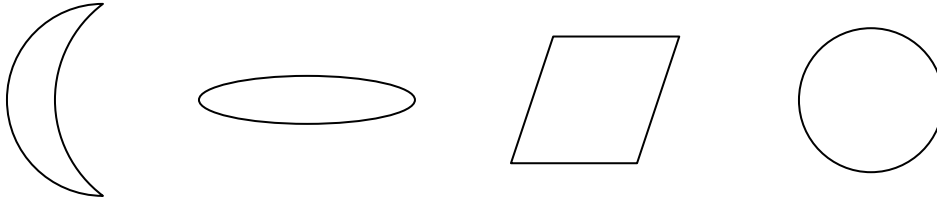
c.



ShillerMath Book 1 Test Answers

_____ 10. Score two points for each correct answer (maximum score: 4) [Lessons 1-169, 1-175, 1-178, 1-188]

a. “Which doesn’t belong? Say your answer as an ordinal number, that is, first, second, third, and so on.” third shape

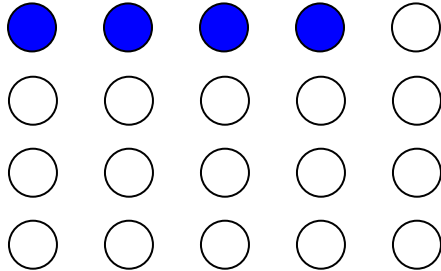


b. “What is the reason it doesn’t belong?” All the other shapes have curved lines; the third shape is the only one with straight lines

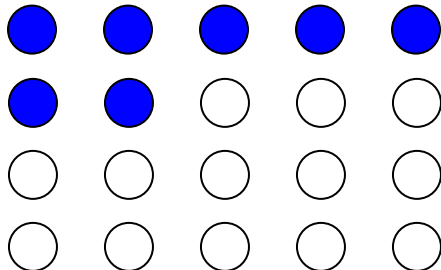
_____ 11. Score one point for each correct answer (maximum score: 3) [Lesson 1-177]

“How many dots are colored?”

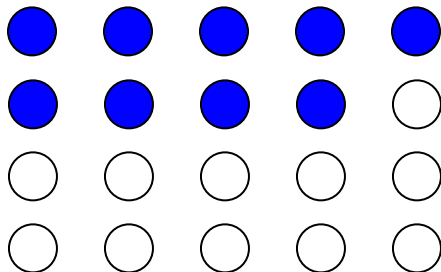
a. 4



b. 7



c. 9



_____ 12. Score two points for each correct answer (maximum score: 4) [Lessons 1-181, 1-188]

“Fill in the missing number:”

ShillerMath Book 1 Test Answers

a.

0 2 4 6

b. “What’s the rule?” even numbers

c.

1 3 5 7

d. “What’s the rule?” odd numbers

_____ 13. Score one point for each correct answer (maximum score: 3) [Lesson 1-190]

“Name three things that come in threes.” Possible answers (others are possible): sides of a triangle, lights in a traffic light, claws on a bird’s foot, leaves of a clover, tricycle wheels, strikes to an out

_____ 14. Score one point for each correct answer (maximum score: 3) [Lesson 1-186]

“I’ll say some numbers then you say the next number. One two three **four**. Four five six **seven**. Seven eight nine **ten**.”

_____ TOTAL SCORE (MAXIMUM 70)

Enter a new line onto the Review Test Scoresheet and fill out all but the last column, including Lessons number(s) for any incorrect responses. After you write in your initials, ask the student to do so as well, “So we can record your accomplishment.”

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END LESSON 1-196 REVIEW TEST #1-4
