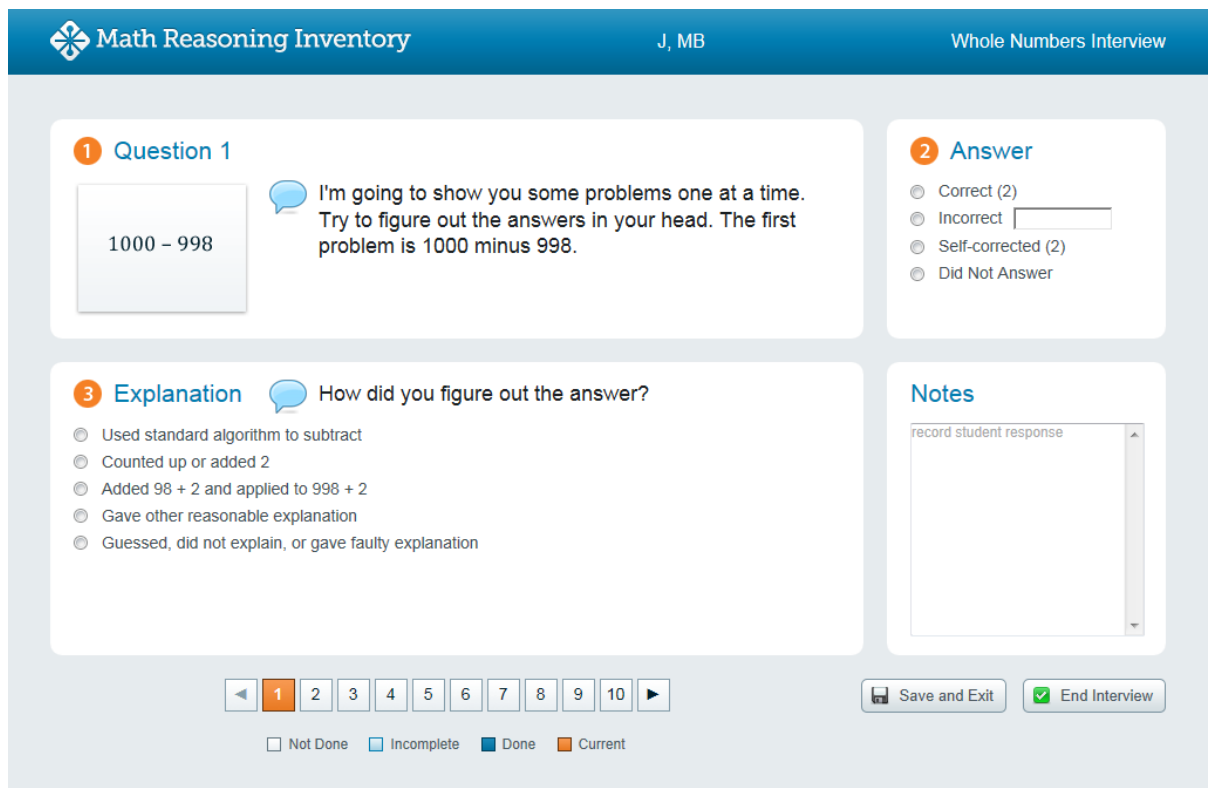


Whole Numbers

Interview Screens

These are the questions as they appear on the computer screen. It's helpful preparation to review the questions, prompts, and explanations before interviewing students.



Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 1

1000 - 998

I'm going to show you some problems one at a time. Try to figure out the answers in your head. The first problem is 1000 minus 998.

2 Answer

- Correct (2)
- Incorrect
- Self-corrected (2)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Used standard algorithm to subtract
- Counted up or added 2
- Added 98 + 2 and applied to 998 + 2
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

Notes

record student response

Save and Exit End Interview

Not Done
 Incomplete
 Done
 Current

Whole Numbers Interview Question 1 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 2 What is 99 plus 17?

99 + 17

2 Answer

- Correct (116)
- Incorrect
- Self-corrected (116)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Counted on by 1s
- Used standard algorithm to add
- Added 90 + 10, 9 + 7, and then 100 + 16
- Added 99 + 10 and then 109 + 7
- Added 100 + 17 and then subtracted 1
- Changed problem to 100 + 16
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

record student response

Save and Exit End Interview

1 2 3 4 5 6 7 8 9 10

Not Done Incomplete Done Current

Whole Numbers Interview Question 2 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 3 What is 100 minus 18?

100 - 18

2 Answer

- Correct (82)
- Incorrect
- Self-corrected (82)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Counted back by 1s
- Used standard algorithm to subtract
- Added up from 18 to 100 (e.g., 18 + 2 and then 20 + 80)
- Subtracted 20 and then added 2
- Subtracted 10 and then subtracted 8
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

record student response

Save and Exit End Interview

1 2 3 4 5 6 7 8 9 10

Not Done Incomplete Done Current

Whole Numbers Interview Question 3 of 10

1 Question 4

$$15 + \underline{\quad} = 200$$

Figure out the missing number.

2 Answer

- Correct (185)
- Incorrect
- Self-corrected (185)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Used standard algorithm to subtract
- Subtracted without using standard algorithm (e.g., $200 - 10$ and then $190 - 5$)
- Added up (e.g., $15 + 85$ and then $100 + 100$)
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

Notes

record student response

◀ 1 2 3 4 5 6 7 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 4 of 10

1 Question 5

$$20 \times 15 = 300$$

$$21 \times 15 = \underline{\quad}$$

Here are two multiplication problems. The answer to 20 times 15 is 300. Use this information to figure out the answer to 21 times 15.

2 Answer

- Correct (315)
- Incorrect
- Self-corrected (315)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Used standard algorithm to multiply
- Added 15 to 300
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

Notes

record student response

◀ 1 2 3 4 5 6 7 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 5 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 6

60×40

What is 60 times 40?

2 Answer

- Correct (2400)
- Incorrect
- Self-corrected (2400)
- Did Not Answer

3 Explanation

How did you figure out the answer?

- Used standard algorithm to multiply
- Multiplied 6×4 , 60×4 , or 6×40 , and then added zeros
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

Notes

record student response

◀ 1 2 3 4 5 **6** 7 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 6 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 7

15×12

What is 15 times 12?

2 Answer

- Correct (180)
- Incorrect
- Self-corrected (180)
- Did Not Answer

3 Explanation

How did you figure out the answer?

- Used standard algorithm to multiply
- Broke 15 and/or 12 into parts and then multiplied (e.g., 15×10 and then 15×2)
- Changed to an easier problem, 30×6 , by doubling and halving
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

Notes

record student response

◀ 1 2 3 4 5 6 **7** 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 7 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 8

What is 7000 divided by 70?

$7000 \div 70$

2 Answer

- Correct (100)
- Incorrect
- Self-corrected (100)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Used standard algorithm to divide
- $70 \div 70 = 1$ and then added two zeros
- Removed zeros ($700 \div 7 = 100$, so $7000 \div 70 = 100$)
- Used multiplication ($70 \times 100 = 7000$)
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

record student response

◀ 1 2 3 4 5 6 7 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 8 of 10

Math Reasoning Inventory J, MB Whole Numbers Interview

1 Question 9

For this problem, don't figure out the exact answer. Decide which of these choices is the best estimate for 18 times 21: 100, 400, 700, or 1000.

$18 \times 21 =$
100 400 700 1000

2 Answer

- Correct (400)
- Incorrect
- Self-corrected (400)
- Did Not Answer

3 Explanation How did you decide?

- Rounded one or both numbers and then multiplied
- Figured exact answer
- Gave other reasonable explanation
- Guessed, did not explain, or gave faulty explanation

record student response

◀ 1 2 3 4 5 6 7 8 9 10 ▶

Not Done Incomplete Done Current

Save and Exit End Interview

Whole Numbers Interview Question 9 of 10

1 Question 10

There are 295 students in the school. School buses hold 25 students. How many school buses are needed to fit all of the students?

Here is a word problem. There are 295 students. Each school bus holds 25 students. How many buses are needed to fit all of the students? Figure it out in your head or use paper and pencil. (If the answer is unclear, ask "How many buses are needed?")

2 Answer

- Correct (12 buses)
- Incorrect
- Self-corrected (12 buses)
- Did Not Answer

3 Explanation How did you figure out the answer?

- Explained why 12 buses are needed
- Did not explain why 12 buses are needed

Notes

record student response

◀ 1 2 3 4 5 6 7 8 9 10 ▶

Save and Exit End Interview

Not Done Incomplete Done Current

Whole Numbers Interview Question 10 of 10