

7MA SLM-T



New York State Testing Program

**2016 Common Core
Mathematics Test**

Grade 7

Scoring Leader Materials

Training Set

Grade 7 Mathematics Reference Sheet

CONVERSIONS

1 inch = 2.54 centimeters

1 meter = 39.37 inches

1 mile = 5,280 feet

1 mile = 1,760 yards

1 mile = 1.609 kilometers

1 kilometer = 0.62 mile

1 pound = 16 ounces

1 pound = 0.454 kilogram

1 kilogram = 2.2 pounds

1 ton = 2,000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 gallon = 3.785 liters

1 liter = 0.264 gallon

1 liter = 1,000 cubic centimeters

FORMULAS

Triangle

$$A = \frac{1}{2}bh$$

Parallelogram

$$A = bh$$

Circle

$$A = \pi r^2$$

Circle

$$C = \pi d \text{ or } C = 2\pi r$$

General Prisms

$$V = Bh$$

2-Point Holistic Rubric

2 Point	<p>A two-point response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• indicates that the student has completed the task correctly, using mathematically sound procedures• contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures• may contain inconsequential errors that do not detract from the correct solution and the demonstration of a thorough understanding
1 Point	<p>A one-point response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• correctly addresses only some elements of the task• may contain an incorrect solution but applies a mathematically appropriate process• may contain the correct solution but required work is incomplete
0 Point*	<p>A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.</p>

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

3-Point Holistic Rubric

Score Points:

3 Point	<p>A three-point response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• indicates that the student has completed the task correctly, using mathematically sound procedures• contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures• may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding
2 Point	<p>A two-point response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• appropriately addresses most, but not all aspects of the task using mathematically sound procedures• may contain an incorrect solution but provides sound procedures, reasoning, and/or explanations• may reflect some minor misunderstanding of the underlying mathematical concepts and/or procedures
1 Point	<p>A one-point response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete• exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of mathematical procedures, or faulty mathematical reasoning• reflects a lack of essential understanding of the underlying mathematical concepts• may contain the correct solution(s) but required work is limited
0 Point*	<p>A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.</p>

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

2016 2-and 3-Point Mathematics Scoring Policies

Below are the policies to be followed while scoring the mathematics tests for all grades:

1. If a student does the work in other than a designated "Show your work" area, that work should still be scored. (Additional paper is an allowable accommodation for a student with disabilities if indicated on the student's Individual Education Program or Section 504 Accommodation Plan.)
2. If the question requires students to show their work, and the student shows appropriate work and clearly identifies a correct answer but fails to write that answer in the answer blank, the student should still receive full credit.
3. In questions that provide ruled lines for students to write an explanation of their work, mathematical work shown elsewhere on the page should be considered and scored.
4. If the student provides one legible response (and one response only), teachers should score the response, even if it has been crossed out.
5. If the student has written more than one response but has crossed some out, teachers should score only the response that has **not** been crossed out.
6. Trial-and-error responses are **not** subject to Scoring Policy #5 above, since crossing out is part of the trial-and-error process.
7. If a response shows repeated occurrences of the same conceptual error within a question, the student should **not** be penalized more than once.
8. In questions that require students to provide bar graphs,
 - in Grades 3 and 4 only, touching bars are acceptable
 - in Grades 3 and 4 only, space between bars does **not** need to be uniform
 - in all grades, widths of the bars must be consistent
 - in all grades, bars must be aligned with their labels
 - in all grades, scales must begin at 0, but the 0 does **not** need to be written
9. In questions requiring number sentences, the number sentences must be written horizontally.
10. In pictographs, the student is permitted to use a symbol other than the one in the key, provided that the symbol is used consistently in the pictograph; the student does not need to change the symbol in the key. The student may **not**, however, use multiple symbols within the chart, nor may the student change the value of the symbol in the key.
11. If students are not directed to show work, any work shown will not be scored. This applies to items that do not ask for any work and items that ask for work for one part and do not ask for work in another part.
12. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question but that work results in a score of zero.

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

EXEMPLARY RESPONSE

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

The number of students participating in tutoring was $40 + 55 + 47 + 58 = 200$ students, and

40 out of the 200 students participated in math tutoring which is $40 \div 200 = 0.2 = 20\%$.

The next group will probably also have about 20% of students participating in math tutoring.

OR other valid explanation

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

$$\begin{array}{r} \text{Math} \\ \hline 40 = \frac{20}{200} = \frac{1}{10} \end{array}$$

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

Since the data shows that 40 out of 200 students took math tutoring, the teacher can set up a proportional relationship $\frac{40}{200} = \frac{x}{100}$, and cross multiply. This gives her a reasonable prediction that 20 students will participate in math tutoring. To do it in a more simpler way, the teacher can recognize that she is trying to find how many students out of 100 would take math tutoring. Since this is $\frac{1}{2}$ of the amount of data the table shows (200 students), she can find $\frac{1}{2}$ of 40 students who took math, which is 20.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly states that the number of students participating in math tutoring will decrease proportionally. The work provides two correct procedures to predict the number of students participating in math tutoring.

GUIDE PAPER 2

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

~~200~~

- Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

The teacher could predict that about 20
student will participate in math tutoring
because 40 participated with 200 students,
so 20 should participate with 100
students.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work shows complete understanding that the number of students participating in math tutoring will decrease proportionally.

GUIDE PAPER 3

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

You can add them all up to get
200 students then divide math
students by 2 and you would
get 20 students to get tutoring

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work shows complete understanding that the number of students participating in math tutoring will decrease proportionally.

GUIDE PAPER 4

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40 <i>20 = 20</i>
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

*they will be 20 ~~at~~ students
that will participate in
math tutoring.*

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although the prediction for the number of students participating in math tutoring is correct, the explanation is missing.

GUIDE PAPER 5

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

The teacher could take the percent of the math students and find out how many out of 100 will be participating in math tutoring.

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The work shows understanding that the number of students participating in math tutoring will change proportionally; however the explanation is incomplete.

GUIDE PAPER 6

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

$$\frac{4}{20} \quad \frac{1}{5}$$

} 200

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

She could divide the amount of students by
2 because its $\frac{40}{200}$ students.

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although a correct share of students participating in math tutoring is calculated, the response does not explain why the number of students has to be divided by 2. The response addresses only some elements of the task correctly.

GUIDE PAPER 7

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

$$\begin{array}{r} 40 \\ +55 \\ +47 \\ +58 \\ \hline 200 \end{array}$$

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

100/200 kids will be taking the
test because there less
last year and there going to
be new and old participation.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in task. The answer and the explanation are incorrect.

52

An after-school program offers tutoring for different subjects. During the last month, a teacher recorded the number of students who participated in tutoring in each subject, as shown in the table below.

TUTORING PARTICIPATION

Subject	Number of Students
Math	40
Science	55
English	47
History	58

Explain how the teacher could use these data to predict about how many of the next 100 students will participate in math tutoring.

The teacher could average the 4 subjects together and get her answer of how many students will participate

$$\begin{array}{r}
 58 \\
 55 \\
 47 \\
 40 \\
 \hline
 200
 \end{array}
 \qquad
 \begin{array}{r}
 50 \\
 4 \overline{) 200}
 \end{array}$$

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in task. The response provides an incorrect procedure to estimate future participation in math tutoring.

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

Answer \$ _____

EXEMPLARY RESPONSE

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$.05 \times 30 = 1.5$$

$$30 - 1.5 = 28.5$$

$$28.5 \times 0.05 = 1.425$$

$$28.5 + 1.425 = 29.925$$

Or other valid process

Answer \$ 29.93

GUIDE PAPER 1

Additional

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} 30 \\ - 1.5 \\ \hline 28.5 \end{array}$$

$$\begin{array}{r} 28.5 \\ \times 1.05 \\ \hline 29.925 \end{array}$$

*Answer \$*29.93

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is provided to determine the price after a 5% discount then the sales tax is applied correctly to determine the solution.

GUIDE PAPER 2

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$30 \times .05 = 1.50$$
$$\begin{array}{r} 30.00 \\ - 01.50 \\ \hline 28.50 \end{array}$$

$$28.50 \times .05 = 1.43$$

$$\begin{array}{r} 28.50 \\ + 1.43 \\ \hline 29.93 \end{array}$$

Answer \$ 29.93

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is provided to determine the price after a 5% discount then the sales tax is applied correctly to determine the solution.

GUIDE PAPER 3

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} \overline{30} \\ \times .95 \\ \hline 28.5 \\ \times 1.05 \\ \hline 29.93 \end{array}$$

Answer \$ 29.93

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is provided to determine the price after a 5% discount then the sales tax is applied correctly to determine the solution.

GUIDE PAPER 4

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

Discount
 5% of 30
 $\frac{5}{100} * \frac{30}{1} = \frac{150}{100} = 1.50$

$\frac{5}{100} * \frac{30}{1} = \frac{150}{100} = 1.50$

$\frac{15}{100} = \frac{150}{1000}$

28.50
 - 1.50

 27.00

28.50
 + 1.4250

 29.9250

28.50
 + 1.4250

 29.9250

28.50
 + 1.4250

 29.9250

28.50
 + 1.4250

 29.9250

Answer \$ 29.92

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct procedure is used to determine the price after a 5% discount. The sales tax is applied correctly; however, a rounding error is made, resulting in an incorrect final answer for the price of wind chimes.

GUIDE PAPER 5

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} 30 \\ \times .05 \\ \hline 1.5 \end{array}$$

$$\begin{array}{r} 30 \\ - 1.5 \\ \hline 28.50 \end{array}$$

$$\begin{array}{r} 28.50 \\ \times .05 \\ \hline 1.46 \end{array}$$

$$\begin{array}{r} 28.50 \\ + 1.46 \\ \hline 29.96 \end{array}$$

Answer \$ 29.96

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct procedure is used to determine the price after a 5% discount. An error is made when calculating the sales tax, resulting in an incorrect price for wind chimes.

GUIDE PAPER 6

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} 30 \\ \times 5 \\ \hline 150 \end{array}$$

$$\begin{array}{r} 30 \\ -15 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 215 \\ \times 5 \\ \hline 1075 \end{array}$$

$$\begin{array}{r} 15.00 \\ + 7.50 \\ \hline 22.50 \end{array}$$

Answer \$ 22.50

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response incorrectly multiplies by 0.5 rather than 0.05 when determining the discount and the sales tax, resulting in an incorrect solution. The response addresses some elements of the task correctly.

GUIDE PAPER 7

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} 30 \\ \underline{1.5} \times \\ 28.50 \\ + 1.425 \\ \hline 29.925 \end{array}$$

Final Price = 30.00

Answer \$ 30.00

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response has an incorrect discount when calculating the discounted price. An incorrect procedure is used for applying the sales tax.

GUIDE PAPER 8

Additional

53

A home-improvement store sold wind chimes for \$30. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

Show your work.

$$\begin{array}{r} 30 \\ - 5\% \\ \hline 27 \end{array}$$

Answer \$ 27

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work is incomplete. The response does not include sufficient work to show even a limited understanding of the concepts in the task.

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

Answer _____ people

EXEMPLARY RESPONSE

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$15.5p + 7 = 100$$

$$p = (100 - 7)/15.5$$

$$p = 6$$

Or other valid response

Answer 6 people

GUIDE PAPER 1

Additional

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

parking
admission/per person
number of people

$$100 = 7 + 15.50p$$

$$\begin{array}{r} 100 = 7 + 15.50p \\ - 7 \\ \hline 93 = 15.50p \\ \underline{15.50} \\ 6 = p \end{array}$$

Answer 6 people

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct equation is provided and correctly solved to determine the solution.

GUIDE PAPER 2

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

\$100. spend

$$7 + 15.50x = 100$$

$$7 + 15.50x = 100$$

$$\begin{array}{r} -7 \\ \hline 15.50x = 93.00 \\ \hline x = \frac{93.00}{15.50} \end{array}$$

$$\begin{array}{r} 11 \\ + 15.50 \\ \hline 31.00 \\ + 15.50 \\ \hline 46.50 \\ + 15.50 \\ \hline 62.00 \\ + 15.50 \\ \hline 77.50 \\ + 15.50 \\ \hline 93.00 \end{array}$$

Answer 6 people

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct equation is provided and correctly solved to determine the solution.

GUIDE PAPER 3

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$7 + 15.50p \leq 100$$
$$-7$$

$$15.50p \leq 93$$
$$\sqrt{15.50p \leq 93} \quad | \div 15.50$$

Answer 6 people

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct inequality is provided and correctly solved to determine the solution.

GUIDE PAPER 4

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$\begin{array}{r} \cancel{7} + 15.50(p) = 100 \\ + \cancel{7} \\ \hline 15.50(p) = 107 \\ \underline{15.50} \\ p = 6.9 \end{array}$$

Answer 6 people

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct equation is provided to determine the number of people that can come to the zoo. Although the answer is correct, an error occurs when determining the solution.

GUIDE PAPER 5

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$\begin{array}{r} 100 \\ -7 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 15.50 \\ \times 6 \\ \hline 93 \end{array}$$

$$\begin{array}{r} 6 \\ 155 \overline{)93.0} \\ -93.0 \\ \hline 0 \end{array}$$

Answer 6 people

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response provides a correct but incomplete work: the equation is not provided.

GUIDE PAPER 6

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$\begin{aligned} & (\cancel{15.5 + 60} + 15.5)(n) + 7 = 100 \\ & (15.5 + 12.9)(n) + 7 = 100 \\ & 16.74(n) + 7 = 100 \\ & 16.74n + 7 = 100 \\ & \quad \quad \quad \underline{-7} \quad \quad \quad -7 \\ & \quad \quad \quad 16.74n = 93 \\ & \quad \quad \quad \underline{16.74} \quad \quad \quad 16.74 \\ & \quad \quad \quad n = 5 \end{aligned}$$

Answer 5 people

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response provides a partially correct equation: the price per ticket is incorrect, resulting in an incorrect solution. The response addresses some elements of the task correctly.

GUIDE PAPER 7

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$100 - (7 + 15.50) = X$$

$$100 - 22.50 = X$$

$$77.50$$

Answer 3 people

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response provides an incorrect equation to determine the number of people that can come to the zoo.

GUIDE PAPER 8

Additional

54

Ms. Hernandez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

Show your work.

$$\overset{\text{CAS}}{15.50 \overline{)100}}$$

Answer 5 people

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response follows an incorrect procedure to determine the answer.

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Sample of Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Sample of Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B? Explain your reasoning to justify your answer.

EXEMPLARY RESPONSE

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Sample of Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Sample of Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B? Explain your reasoning to justify your answer.

Since the median of 77.5 for the sample of Class A is less than the median of 90 for the

sample of Class B, you can infer that Class B was better prepared for the quiz than

Class A.

OR other valid explanation

GUIDE PAPER 1

Additional

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65.
- Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

Looking at the medians for the classes and comparing them, Class B did a better job.

CA = ~~70, 65, 70, 70~~ (75, 80), ~~80, 85, 90, 90~~
77.5

$$\begin{array}{r} 80 \\ + 75 \\ \hline 155 \end{array}$$

$$\begin{array}{r} 77.5 \\ 2 \overline{)155} \end{array}$$

CB = ~~75, 85, 85, 85~~ (90, 90), ~~90, 90, 95, 100~~
90

$$\begin{array}{r} 90 \\ + 90 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 90 \\ 2 \overline{)180} \end{array}$$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the medians for Classes A and B and provides a correct inference that Class B is better prepared than Class A.

GUIDE PAPER 2

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

Class A had worse quiz scores than Class B because the median for Class A is 77.5, while Class B's median is 90.

60, 65, 70, 70, 75, 80, 80, 85, 90, 90
77.5

75, 85, 85, 85, 90, 90, 90, 95, 100

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the medians and provides a correct inference. A value of 90 is missing in the list of numbers for Class B; however this is an inconsequential error that does not detract from the correct solution.

GUIDE PAPER 3

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65 → 77.5
- Class B: 95, 90, 85, 90, 100, 75, 90, 88, 90, 85 → 90

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

The quiz scores in Class A are lower than Class B, because A's median is 77.5 while B's is 90.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work follows a correct procedure to determine the medians and provides a correct inference.

GUIDE PAPER 4

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: ~~75, 80, 60, 90, 85, 80, 70, 90, 70, 65~~
- Class B: ~~95, 90, 85, 90, 100, 75, 90, 85, 90, 85~~

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

All the quiz scores in class A are less than the median of B.

A¹⁰ ~~60, 65, 70, 75, 75, 80, 80, 85, 90, 90~~

$$\begin{array}{r} 75 \\ 80 \\ \hline 155 \end{array} \quad \begin{array}{r} 2 \\ 70 \\ \hline 155 \end{array} \quad 77.5$$

B¹⁰ ~~75, 85, 85, 85, 90, 90, 90, 95, 100~~

~~75, 85, 85, 85, 90, 90, 90, 95, 100~~

90

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The work follows a correct procedure to determine the medians, however an incorrect inference is provided.

GUIDE PAPER 5

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

Overall the Class "B" did a lot better than Class "A".

Class A - 75, ~~80~~, 60, ~~90~~, 85, ~~70~~, 65

Class B - 95, ~~90~~, ~~85~~, 100, 75, 90

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although a correct inference is provided, the work for determining the medians is incomplete with no medians calculated.

GUIDE PAPER 6

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: ~~75, 80, 80, 90, 85, 80, 70, 90, 70, 65~~
- Class B: ~~95, 90, 85, 90, 100, 75, 90, 85, 90, 85~~

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

An inference I could make is that class a didn't study enough and class b did

$$\begin{array}{r} 60, 65, 70, 70, 75, 80, 80, 85, 90, 90 \\ \hline 155 \\ 10 \end{array} \quad 15.5$$

$$\begin{array}{r} 75, 85, 85, 85, 90, 90, 90, 90, 95, 100 \\ \hline 100 \\ 10 \end{array} \quad 10$$

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although a correct inference is provided, the response follows an incorrect procedure when calculating the medians.

GUIDE PAPER 7

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

Based on medians of the scores Class A had 25 less points than Class B. I took a median of both classes. Class A had 155 and Class B has 180.

A = 155
A: 60, 65, 70, 75, 80, 85, 90, 90

B: 75, 85, 85, 90, 90, 90, 95, 100
B = 180

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An incorrect procedure to determine the medians is provided: two values are added rather than averaged to determine the median. The response provides an incorrect inference when comparing the results. The response does not show even a limited understanding of the concepts embodied in the task.

GUIDE PAPER 8

Additional

55

Two math classes took the same quiz. The scores of 10 randomly selected students from each class are listed below.

- Class A: 75, 80, 60, 90, 85, 80, 70, 90, 70, 65
- Class B: 95, 90, 85, 90, 100, 75, 90, 85, 90, 85

Based on the medians of the scores for each class, what inference would you make about the quiz scores of all the students in Class A compared to all the students in Class B. Explain your reasoning to justify your answer.

Class B scored much better than class A
because the lowest score for class B is 75
while class A score is 60.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response provides an incorrect inference and the medians are not calculated.

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

Answer _____ square feet

EXEMPLARY RESPONSE

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

$$\frac{18}{3} \times 4 = 24$$

$$\left(\frac{24}{2}\right)^2 \times \pi = 452.4$$

Or other valid process

Answer 452.4 square feet

GUIDE PAPER 1

Additional

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

scale factor = $\frac{4}{3}$

Scale - 3 cm = 4 ft

blueprint diameter - 18 cm

$$\frac{\text{cm}}{\text{ft}} \Rightarrow \frac{3}{4} = \frac{18}{x}$$

$$\frac{72}{3} = \frac{3x}{3}$$

$$\boxed{24 = x}$$

diameter of actual = 24 feet

$$\frac{24}{2} = 12 \rightarrow \text{radius}$$

$$A = \pi r^2$$

$$A = \pi (12)^2$$

$$A = 144\pi$$

$$\boxed{A = 452.4 \text{ ft}^2}$$

$$\frac{1}{16} = \frac{18}{x} \quad x = 288$$

$$\begin{array}{r} \times 24 \\ 12 \overline{) 288} \end{array}$$

24 = diameter (ft)

12 = radius (ft)

Answer 452.4

square feet

Score Point 2 (out of 2 points)

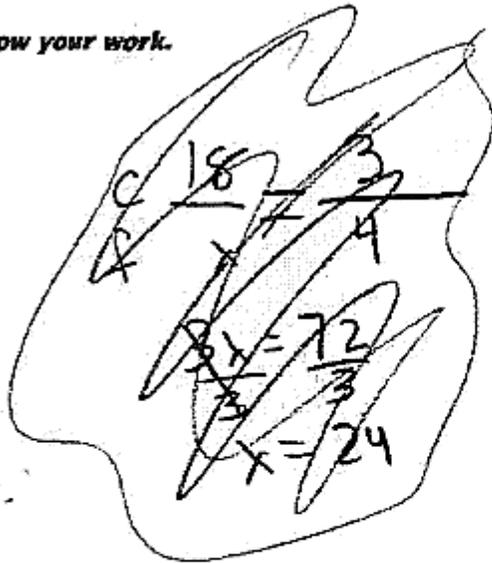
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct proportion is provided to determine the actual radius of the fountain. A correct procedure is used to determine the area of the fountain. The final answer is correctly rounded to the nearest tenth of a square foot.

GUIDE PAPER 2

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.



$$\begin{array}{r} 3 \ 6 \ 9 \ 12 \\ 15 \ 18 \end{array}$$

$$\begin{array}{l} C \ 18 = 3 \\ F \ \frac{18}{x} = 4 \\ 3x = \frac{72}{3} \\ x = 24 \end{array}$$

$$\begin{array}{l} A = \pi r^2 \\ A = \pi 12^2 \\ A = \pi 144 \\ A = 452.4 \text{ sq ft} \end{array}$$

Answer 452.4 square feet

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct proportion is provided to determine the actual diameter of the fountain. A correct procedure is used to determine the area of the fountain. The final answer is correctly rounded to the nearest tenth of a square foot.

GUIDE PAPER 3

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

$$A = \pi r^2$$

$$d = 24 \quad \frac{6}{37.5}$$

$$\frac{12}{24}$$

$$A = \pi (12)^2$$

$$A = \pi \cdot 144$$

$$\therefore A = 452.4 \text{ ft}^2$$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response provides correct work to determine the actual radius of the fountain. A correct procedure is used to determine the area of the fountain. The final answer is correctly rounded to the nearest tenth of a square foot.

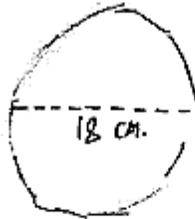
GUIDE PAPER 4

56

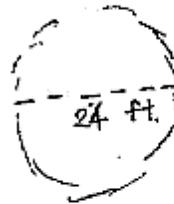
A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

$$3\text{cm} = 4\text{ft.}$$

Show your work.



$$18 \div 3 = 6$$
$$6 \times 4 = 24\text{ ft.}$$



$$D = 24$$
$$R = 12$$

$$A = \pi r^2$$
$$A = 3.14(12^2)$$
$$A = 3.14(144)$$

Answer

452.20

square feet

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The work for determining the actual radius of the fountain is correct. An error is made when calculating the area of the fountain, resulting in incorrect final answer. The response uses 3.14 for the value of π ; rounding is performed too early.

GUIDE PAPER 5

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

$$A = \pi r^2$$

$$A = \pi 9^2$$

$$A = \pi 81$$

$$A = 254.4690049$$

$$A = 254.5$$

Answer

254.5

square feet

Score Point 1 (out of 2 points)

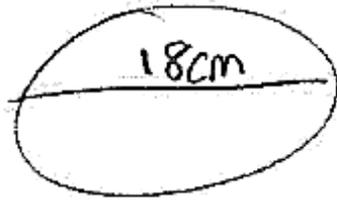
This response demonstrates a partial understanding of the mathematical concepts in the task. The work to determine the actual radius of the fountain is missing. Although a correct procedure is used to determine the area of the fountain, the response determines the area to scale in cm^2 and not in ft^2 (9 is used for the radius). The final answer is correctly rounded to the nearest tenths digit.

GUIDE PAPER 6

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.



~~3~~

3cm:4ft

18cm:24

Answer

24

square feet

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly determines the actual diameter of the fountain, however the work is incomplete: the area of the fountain is not calculated. The response addresses some elements of the task correctly.

GUIDE PAPER 7

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

$$\begin{aligned} A &= \pi r^2 \\ A &= 3.14 \cdot 18 \\ A &= 56.52 \cdot 18 \\ A &= 1017.36 \end{aligned}$$

Answer 1017.36 square feet

Score Point 0 (out of 2 points)

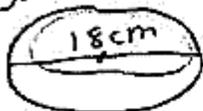
This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response follows an incorrect procedure to determine the area of the fountain. Diameter rather than radius is used in the formula.

56

A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

Show your work.

$$3 \text{ cm} = 4 \text{ ft}$$



$$\begin{array}{r} 3 \overline{) 18} \\ \underline{\times 4} \\ 72 \end{array} \qquad \begin{array}{r} 36 \\ 2 \overline{) 72} \\ \underline{-61} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

$$A = \pi r^2$$

$$A = 3.14 (36)^2$$

$$3.14 = 1296$$

$$4069.44$$

$$4069.4^2 \text{ ft}$$

Answer 4069.40 square feet

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response follows an incorrect procedure to determine the area of the fountain. A calculation error is made when determining the actual diameter and diameter rather than radius is used in the formula to determine the area.

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

EXEMPLARY RESPONSE

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

Step 1 First divide $\frac{1}{2}$ and $-\frac{2}{5}$ by multiplying by the inverse of $-\frac{2}{5}$

$$\frac{1}{2} \div \left(-\frac{2}{5}\right) = \frac{1}{2} \times -\frac{5}{2} = -\frac{5}{4}$$

Step 2 Next add $-\frac{1}{4}$ to the result

$$-\frac{5}{4} + \left(-\frac{1}{4}\right) = -\frac{6}{4}$$

Step 3 Then reduce the improper fraction

$$-\frac{6}{4} = -1\frac{1}{2} \text{ or equivalent answer}$$

GUIDE PAPER 1

Additional

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

First, you divide $\frac{1}{2}$ and $-\frac{2}{5}$. To do this, you get $-\frac{5}{4}$. Next, you add $-\frac{5}{4}$ to $-\frac{1}{4}$. You then get $-\frac{6}{4}$. This is into a mixed fraction and you get $-1\frac{3}{4}$, which is $-1\frac{1}{2}$.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right) = \frac{1}{2} \times -\frac{5}{2} = \frac{-5}{4} + \left(-\frac{1}{4}\right) = \frac{-6}{4} = -\frac{3}{2} = -1\frac{1}{2}$$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work correctly describes the order of operations and solves the expression correctly.

GUIDE PAPER 2

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

$\frac{1}{2} = 0.5$ and $-\frac{2}{5} = -0.4$ and $-\frac{1}{4} = -0.25$.

Do 0.5 divided by -0.4 , then add that to -0.25

The answer would be -1.5 or $-\frac{3}{2}$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. All steps are explained correctly and the answer to the expression is correct.

GUIDE PAPER 3

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

first you would divide
 $\frac{1}{2}$ by $-\frac{2}{5}$ then add $-\frac{1}{4}$
which equals $-\frac{1}{2}$.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. All steps are explained correctly and the answer to the expression is correct.

GUIDE PAPER 4

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + (-\frac{1}{4}) = \frac{1}{2}$$

Answer

To determine the value of the expression you need to find what the first part means ($\frac{1}{2}$) then you add the next part ($-\frac{1}{4}$) and you get $-\frac{1}{2}$.

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although the answer is correct, the explanation of the steps is incomplete. The response determines a correct intermediate value of $-\frac{1}{4}$, but does not explain how this answer was obtained. The statement “add the next part ($-\frac{1}{4}$)” is unclear.

GUIDE PAPER 5

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

$$\begin{array}{l} \frac{1}{2} \div \frac{1}{4} \\ \hline -\frac{5}{4} + \frac{1}{4} = -1 \end{array}$$

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The work has a correct intermediate value of $-\frac{5}{4}$. Although the steps are listed correctly, there is an error in the second term ($\frac{1}{4}$ is missing a negative sign) that results in an incorrect answer.

GUIDE PAPER 6

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

First you have to divide $\frac{1}{2}$ by $-\frac{2}{5}$.
Next you will add the answer
to $-\frac{1}{4}$.

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly lists the steps to solve the expression; however the answer to the expression is not calculated.

GUIDE PAPER 7

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

1/2 = -2/5 plus - 1/4.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work has no solution. The response, as written, is not specific enough about the order of operations. The response rewrites the expression in words and does not provide enough work to show even a limited understanding.

GUIDE PAPER 8

Additional

57

Explain the steps needed to determine the value of the expression shown below. Be sure to provide the correct value of the expression in your explanation.

$$\frac{\frac{1}{2}}{-\frac{2}{5}} + \left(-\frac{1}{4}\right)$$

Answer

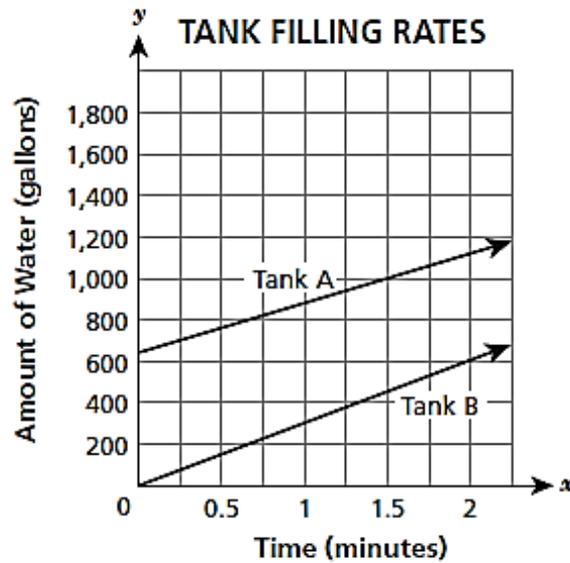
First, you add $\frac{1}{4}$ and $\frac{1}{2}$ because $-\frac{1}{4}$ is in the parenthesis and then last you multiply the answer from $-\frac{1}{4} + \frac{1}{2}$ by $-\frac{2}{5}$.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work follows an incorrect procedure to solve the expression. There is an incorrect list of the order of operations: addition is done first, followed by division.

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.

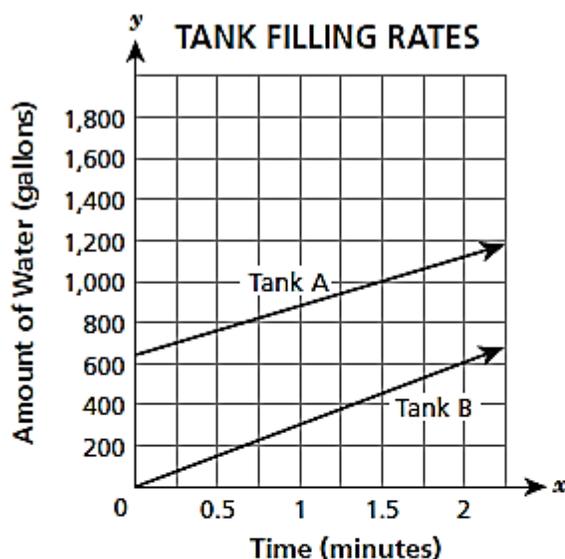


For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

EXEMPLARY RESPONSE

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.

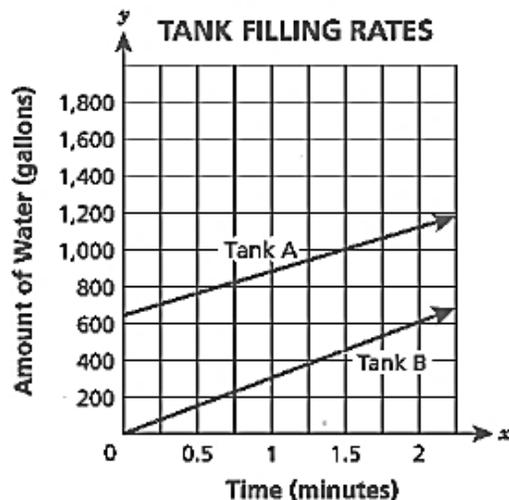


For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A does not represent a proportional relationship because it does not pass through the origin. Tank B does represent a proportional relationship because it is a straight line that passes through the origin. The unit rate for Tank B is 300 gallons per minute.

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A is not a proportional relationship because the specific feature of the graph that the line isn't connected to the origin. Tank B is proportional because it connects to the origin. It's a straight line and it's proportional between the amount of water, in gallons, and the time, in minutes.

$$\frac{600 - 300}{2 - 1} = \frac{300}{1} \quad \boxed{= \text{Tank B Proportional}}$$

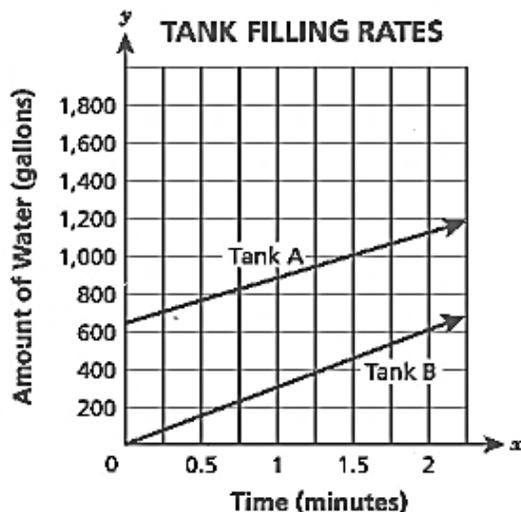
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly explains why Tank A does not have a proportional relationship. A correct explanation for Tank B that has a proportional relationship is provided. A correct unit rate for Tank B is calculated.

GUIDE PAPER 2

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A has no proportional relationship because it starts all the way near 600 on the graph for tank B it is proportional because it starts at the origin and the unit rate is 300.

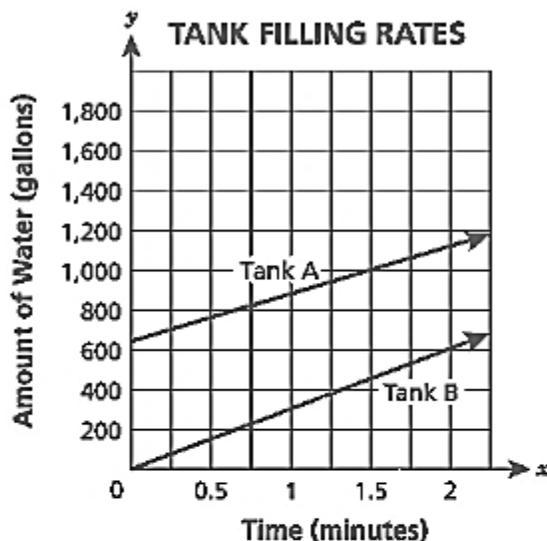
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly explains why Tank A does not have a proportional relationship and Tank B does have a proportional relationship. A correct unit rate for Tank B is calculated.

GUIDE PAPER 3

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A isn't proportional but Tank B is. Tank
A starts above 0. Tank B's unit rate is 300 gal
of water per minute.

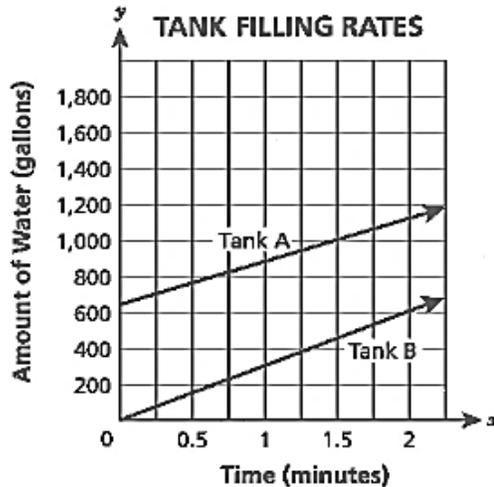
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response provides a correct explanation for Tanks A and B and calculates a correct unit rate.

GUIDE PAPER 4

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A is not proportional because it does not start at zero. Tank B is proportion. At one minute the tank is at 300 gallons and at 2 minutes the tank is at 600. Tank B is proportional and Tank A isn't.

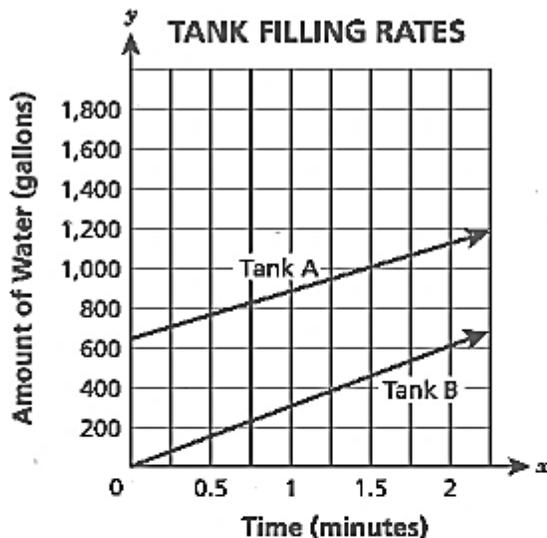
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response provides a correct explanation for Tanks A and B. Although the answer correctly refers to points on the graph for Tank B, the unit rate is not identified.

GUIDE PAPER 5

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank B is proportional because
it goes through the origin. The
unit rate is 300 gallons/min.

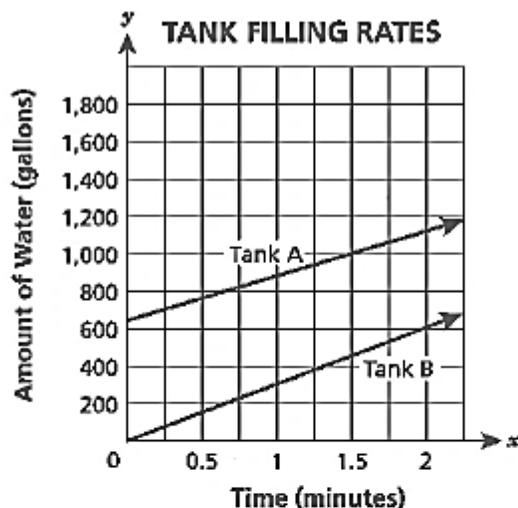
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly explains why Tank B has a proportional relationship and the unit rate for Tank B is calculated correctly. The response does not provide any explanation for Tank A.

GUIDE PAPER 6

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A is not proportional because the line does not go through the origin. Tank B is proportional because it is a straight line that goes through the origin.

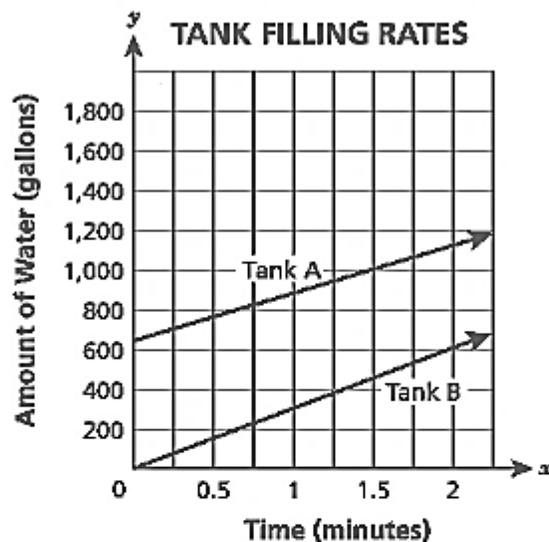
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly explains why Tank A does not have a proportional relationship but Tank B has it. However, no unit rate for Tank B identified.

GUIDE PAPER 7

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A No

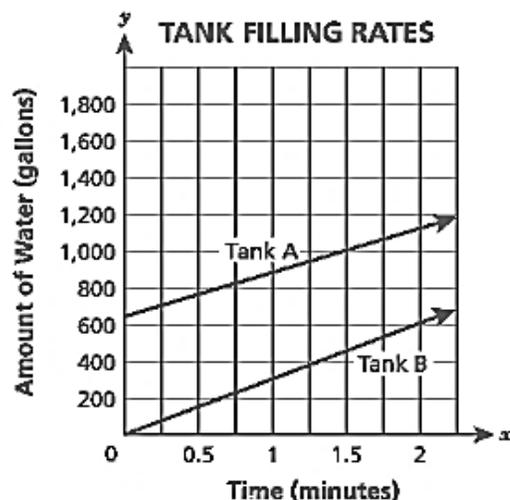
Tank B Yes 300/1

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. A correct answer for the unit rate of Tank B is calculated. The work correctly identifies Tank B as the one that has a proportional relationship and Tank A as the one that does not; however, no explanation is given to support the answers. The response addresses only some elements of the task correctly.

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A is NOT proportional because the line doesn't go through the origin. Tank A is proportional because all the line goes straight up and starts on zero.

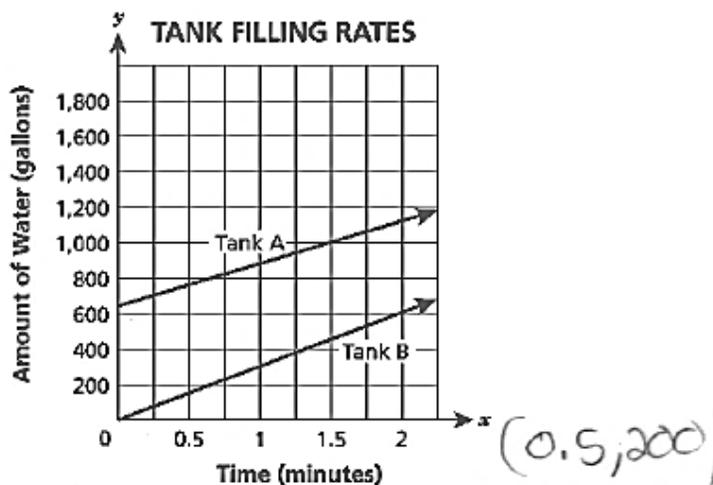
Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response contradictorily mentions Tank A twice, likely the result of a typographical error in the second sentence. The unit rate for Tank B is not identified. The response, as written, shows only a limited understanding of the material.

GUIDE PAPER 9

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank A is not a proportional between
amount and time. Tank B is unit
rate is $(0.5, 200)$. Tank B is proportional
because it's straight and starts at zero.

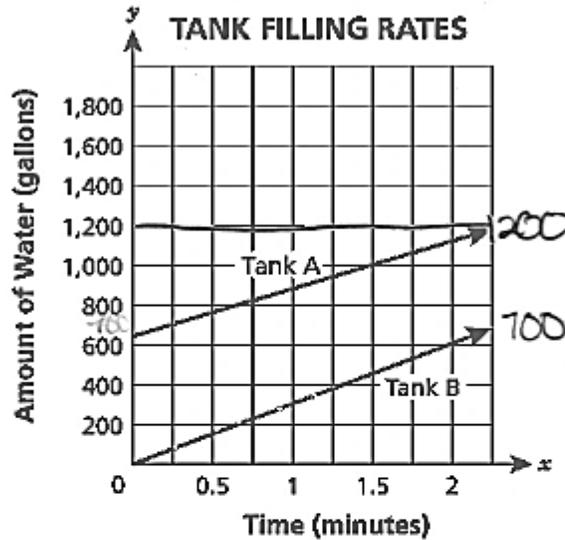
Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. A correct explanation for Tank B is provided. An explanation for Tank A is incomplete. The unit rate for Tank B is calculated incorrectly.

GUIDE PAPER 10

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

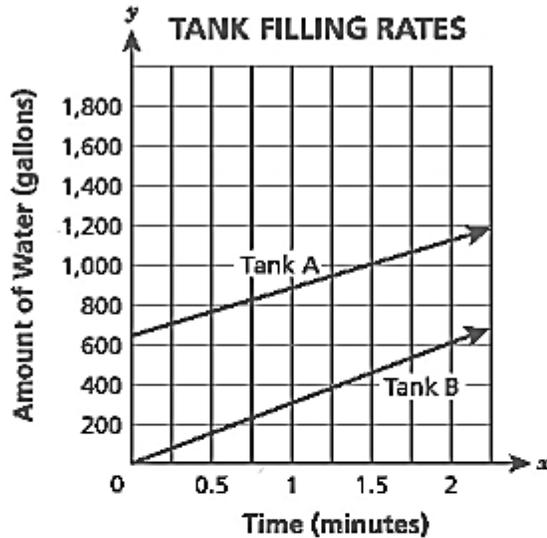
Tank B is the only proportional relationship

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An explanation for Tanks A and B is missing and no unit rate is identified.

58

The lines graphed below show the amounts of water in two tanks as they were being filled over time.



For each tank, explain whether or not there is a proportional relationship between the amount of water, in gallons, and the time, in minutes. If there is a proportional relationship, identify the unit rate. Use specific features of the graph to support your answer.

Tank B ~~is~~ ~~to~~ does not have a proportional relationship because it's on zero. But Tank A has a proportional relationship because the amount of water is a number and the unit rate is 1,200.

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work incorrectly identifies Tank A as the one that has a proportional relationship and Tank B as the one that does not. The unit rate is calculated incorrectly.

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

Answer _____ feet

EXEMPLARY RESPONSE

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

It is not a reasonable estimate. If Trent knows that he has 53 plus part of a foot and 12 plus part of a foot, then the distance must be greater than 65, not less than 65. $53 + 12 = 65$

OR other valid explanation

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$53 + 12 + \frac{3}{4} + \frac{2}{3} + \frac{10}{12}$$
$$53 + 12 + \frac{9}{12} + \frac{8}{12} + \frac{10}{12}$$
$$65 + \frac{27}{12} = 65 + 2 + \frac{3}{12} = 67\frac{1}{4}$$

OR other valid process

Answer $67\frac{1}{4}$ feet

OR other equivalent answer

GUIDE PAPER 1

Additional

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.

The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Trent's estimate is not reasonable because you would have to add the measurements together in order to find the distance between the fishing rod and hook. $53\frac{3}{4}$ is about 54 and $12\frac{2}{3}$ is about 13, so $54+13=67$ which is greater than 65.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$53 \text{ feet and } 9 \text{ inches} = 53\frac{3}{4}$$

$$10 \text{ feet and } 8 \text{ inches} = 12\frac{2}{3}$$

$$12\frac{2}{3} + 53\frac{3}{4} = 66\frac{5}{12}$$

$$66\frac{5}{12} + \frac{10}{12} = 67\frac{3}{12} \text{ or } 67\frac{1}{4}$$

Answer $67\frac{1}{4}$ feet

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response provides a correct explanation and correctly determines the new distance.

GUIDE PAPER 2

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Trent's estimate isn't reasonable because if you just add the whole numbers it is 65 so if you include the fractions it will

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$\begin{array}{r} 13.5 \\ + 53.75 \\ \hline 67.25 \end{array}$$

$$12\frac{8}{12} + 10\frac{0}{12}$$

$$2\frac{8}{12} \rightarrow 13\frac{1}{2} \text{ ft}$$

more than that and he estimated it to be less than 65 feet.

Answer 67.25 feet

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response provides a correct explanation and correctly determines the new distance.

GUIDE PAPER 3

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

No, because $12+53$ is already 65 so add the fractions, it would have to be more than 65.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

53ft 9in
12ft 8in
65ft 17in 66ft 5in
65ft 27in
67ft 3in

Answer 67 feet

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response provides a correct explanation and correctly determines the new distance.

GUIDE PAPER 4

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

No, Trent's explanation is not reasonable because by looking at it, you know it's at least going to be more than 65 ft.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$12\frac{2}{3} + 10 \text{ inches}$$

$$12\frac{8}{12} + \frac{10}{12}$$

$$12\frac{18}{12}$$

$$12 + 1\frac{1}{2} =$$

$$13\frac{1}{2}$$

Answer $67\frac{1}{4}$ feet

$$13\frac{1}{2} + 53\frac{3}{4}$$

$$13\frac{2}{4} + 53\frac{3}{4}$$

$$= 66 + \left(\frac{2}{4} + \frac{3}{4}\right)$$

$$= 66 + 1\frac{1}{4}$$

$$= 67\frac{1}{4}$$

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response provides an incomplete explanation: the statement “by looking at it” is not sufficient to support the answer. The work to determine the new distance is correct. The response converts 10 inches to feet and has a correct solution.

GUIDE PAPER 5

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Trent's reason is not reasonable because he forgot about the fractions. His answer would have been reasonable if he said more than 65 ft.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$\begin{array}{r} 53\frac{3}{4} \times \frac{2}{3} = \frac{9}{12} \\ + 12\frac{2}{3} \times \frac{4}{4} = \frac{8}{12} \\ 10 \end{array}$$

$$75\frac{17}{12}$$

$$\frac{17}{12} = 1\frac{5}{12}$$

$$\begin{array}{r} 75 \\ + 1\frac{5}{12} \\ \hline 76\frac{5}{12} \end{array}$$

Answer $76\frac{5}{12}$ feet

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response has a correct explanation of why the estimate is not reasonable. The work for determining the new distance is partially correct. The response does not convert 10 inches to feet. An error occurs when 10 is added to the other two numbers instead of $10\frac{10}{12}$, resulting in an incorrect solution.

GUIDE PAPER 6

59

Trent is fishing from a pier.



- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

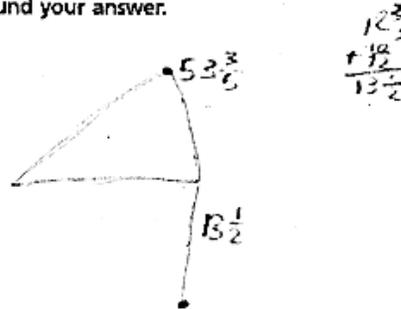
Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

No, because both the numbers would add up to be more than 65. Also, if the numbers were estimated, it would be $54 + 13$ which equals 67.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.



Answer $67\frac{1}{10}$ feet

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response has a correct explanation as to why the estimate is not reasonable. The work for determining the new distance is partially correct. The response converts 10 inches to feet. There is a transcription error in the work when adding ($53\frac{3}{5} + 13\frac{1}{2}$, it should be $53\frac{3}{4}$) resulting in an incorrect answer. The response addresses most elements of the task correctly.

GUIDE PAPER 7

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

I added $53\frac{3}{4}$ and $12\frac{2}{3}$ and I got $66\frac{5}{12}$ so that's my answer.

$$\begin{array}{r} 53\frac{3}{4} \\ + 12\frac{2}{3} \\ \hline 66\frac{5}{12} \end{array}$$

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$\begin{array}{r} 66\frac{5}{12} \\ + 10 \\ \hline 76\frac{5}{12} \end{array}$$

Answer $76\frac{5}{12}$ feet

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. Although the work provides a correct value for the original distance, the explanation of why the estimate is unreasonable is missing. The work for determining the new distance is partially correct. The response does not convert 10 inches to feet. An error is made when 10 rather than $10\frac{1}{12}$ is added. The response addresses some elements of the task correctly.

59

Trent is fishing from a pier.

$$\begin{array}{r} 153 \\ + 12 \\ \hline 65 \end{array}$$

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

~~NO~~ because when you add $53 + 12$ it equals 65 but you also have to bring the rest of the fraction

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$\begin{array}{r} 53 \\ + 32 \\ \hline 85 \end{array}$$

Answer 85 feet

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response has a correct explanation as to why the estimate is not reasonable. The work for determining the new distance is incorrect. The response addresses some elements of the task correctly, and reflects a lack of essential understanding.

GUIDE PAPER 9

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

It is reasonable, as in order to find the distance from the tip to the hook you must subtract $12\frac{2}{3}$ from $53\frac{3}{4}$, resulting in a number less than 65.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$12\frac{8}{12} + \frac{10}{12} = 13\frac{6}{12} \text{ (13 ft 6 in)}$$

$$53\frac{9}{12} - 13\frac{6}{12} = 40\frac{1}{4} \text{ (3)}$$

$$40\frac{1}{4}$$

Answer $40\frac{1}{4}$ feet

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The student misinterprets the question and has an incorrect explanation as to why the estimate is reasonable. The work for determining the new distance is partially correct. The response converts 10 inches to feet. Then, the new distance from the hook to the surface is calculated. The response subtracts $13\frac{6}{12}$ instead of adding it, resulting in incorrect answer. The response addresses some elements of the task correctly and reflects a lack of essential understanding.

GUIDE PAPER 10

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Yes, Trent's estimate is not reasonable because the tip of his fishing rod is $53\frac{3}{4}$ feet above the surface

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

$$\begin{array}{r} 53\frac{3}{4} \\ +12\frac{2}{3} \\ \hline 41\frac{1}{2} \end{array} \quad \begin{array}{r} 41\frac{1}{2} \\ +10 \\ \hline 51\frac{1}{2} \end{array}$$

Answer $51\frac{1}{2}$ feet

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation as to why the estimate is not reasonable is incomplete. The work for determining the new distance is incorrect. The work contains too many errors to receive any credit.

59

Trent is fishing from a pier.

- The tip of his fishing rod is $53\frac{3}{4}$ feet above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod $12\frac{2}{3}$ feet below the surface of the water.

Trent estimates that the distance between the tip of his fishing rod and the hook is less than 65 feet. Is Trent's estimate reasonable? Explain your answer.

Answer

Yes because 12 and 53 without being a fraction equals exactly 65.

Trent lets his hook drop another 10 inches. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

Show your work.

Answer _____ feet

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in task. The explanation is incorrect. The work for determining the new distance is missing.

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

Answer \$_____

EXEMPLARY RESPONSE

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

$$12(72.50 \times 0.8 \times 1.065) = 741.24$$

$$12(54.75 \times 1.09 + 5.99) = 788.01$$

$$788.01 - 741.24 = 46.77$$

Or other valid process

GUIDE PAPER 1

Additional

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

$$72.5 \times 80\% = 58$$

$$58 \times 6.5\% = 3.77$$

$$58 + 3.77 = 61.77$$

$$61.77 \times 12 = 741.24$$

$$54.75 \times 9\% = 4.9275$$

$$54.75 + 4.9275 = 59.6775 + 5.99 = 65.6675$$

$$65.6675 \times 12 = 788.01$$

Answer is 46.77

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports and on Double Dribble's web site. The answer for the difference in total costs between the two stores is correct.

GUIDE PAPER 2

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

SS

DD

$$\begin{array}{r}
 54.75 \\
 \times 12 \\
 \hline
 657 \\
 \times .09 \\
 \hline
 59.13 \\
 + 657 \\
 \hline
 716.13 \\
 + 71.88 \\
 \hline
 788.01
 \end{array}$$

5.99
x 12
71.88

788.01
+ 46.77
834.78

$$\begin{array}{r}
 72.50 \\
 \times 12 \\
 \hline
 870 \\
 \times .2 \\
 \hline
 174 \\
 \hline
 696
 \end{array}$$

696.00
+ 45.24
741.24

$$\begin{array}{r}
 870 \\
 - 174 \\
 \hline
 696 \\
 \times .065 \\
 \hline
 45.24
 \end{array}$$

\$741.24

Answer \$ 46.77

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports and on Double Dribble's web site. The answer for the difference in total costs between the two stores is correct.

GUIDE PAPER 3

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

Super Sports	Double Dribble's
$0.8(72.50)$ $\$58 \text{ - with discount}$ $6.5\%(58)$ $+ 58$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> $1.065(58)$ $\$61.77 \text{ } \rightarrow \text{with sales tax}$ $106.5\%(58)$ $\$61.77$ $\times \quad 12$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> $\$741.24 \text{ - total for 12 pairs}$	$9\% \text{ processing fee}$ $\$54.75(1.09)$ 59.6775 $+ 5.99 \rightarrow \text{shipping fee}$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> $65.6675 \rightarrow \text{total per pair}$ $\times \quad 12$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> $\$788.01 \rightarrow \text{for 12 pairs}$
	$\$788.01$ $- \$741.24$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> $\boxed{\$46.77}$

Answer \$46.77

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports and on Double Dribble's web site. The answer for the difference in total costs between the two stores is correct.

GUIDE PAPER 4

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

$$\begin{aligned} \text{Super Sports: } & 72.50 \times .20 = 14.50 \\ & 72.50 - 14.50 = 58.00 \\ & 58 \times .065 = 3.77 \\ & 58 + 3.77 = 61.77 \end{aligned}$$

$$12 \times 61.77 = 741.24$$

$$\begin{aligned} \text{Double Dribbles: } & 54.75 \times .09 = 4.93 \\ & 54.75 + 4.93 = 59.68 \\ & 59.68 + 5.99 = 65.67 \end{aligned}$$

$$12 \times 65.67 = 788.04$$

$$788.04 - 741.24 = 46.80$$

Answer is 46.80

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports. A correct procedure is provided to determine the cost of 12 pairs of shoes on Double Dribble's web site, however, early rounding results in an incorrect answer. The response correctly determines the difference in total costs between the two stores.

GUIDE PAPER 5

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

$$\begin{array}{r}
 72.50 \times .20 = 14.5 \\
 - 14.50 \\
 \hline
 58 \times .065 = 3.77 \\
 + 3.77 \\
 \hline
 61.77 \\
 \downarrow \\
 \text{Supersports}
 \end{array}$$

$$\begin{array}{r}
 54.75 \times .09 = \\
 + 4.93 \\
 \hline
 59.68 \\
 + 5.99 \\
 \hline
 65.67 \rightarrow \text{Double Dribble} \\
 - 61.77 \\
 \hline
 \end{array}$$

Answer is 3.90

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly calculates the cost of one pair of shoes at Super Sports and on Double Dribble's web site. The response determines the difference in costs of only one pair of shoes. The response addresses most elements of the task correctly.

GUIDE PAPER 6

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

<p style="text-align: center;">S.S.</p> <hr style="border: 0.5px solid black;"/> $72.50 \cdot 0.2$ 14.5 $\begin{array}{r} 72.50 \\ - 14.5 \\ \hline 58.00 \end{array}$ $+ 3.77$ $\begin{array}{r} 6.77 \\ \times 12 \\ \hline 741.24 \end{array}$	<p style="text-align: center;">D.D</p> <hr style="border: 0.5px solid black;"/> 54.750 $+ 49.275$ $\hline 104.025$ $+ 5.990$ $\hline 110.015$ $\begin{array}{r} 110.015 \\ \times 12 \\ \hline 1320.18 \end{array}$
---	--

Answer: 578.94

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports. The processing fee is applied incorrectly ($54.750 + 49.275$) to the cost of a pair of shoes on Double Dribble's web site. The rest of the work is correct. The cost of one pair with a shipping fee is calculated, and then the total cost of 12 pairs of shoes is determined. The response determines the difference in total costs between the two stores. The response addresses most elements of the task correctly, and provides correct procedures.

GUIDE PAPER 7

60

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

A

$$61.77 \times 12 =$$

$$\underline{741.24}$$

$$\begin{array}{r} 72.5 \\ - 14.5 \\ \hline 58.0 \\ + 3.77 \\ \hline 61.77 \end{array}$$

B

$$48.85 + 12(5.99)$$

$$(48.85 + 5.99)$$

$$54.84 \quad \underline{658.08}$$

$$54.58$$

$$4.13$$

$$54.75$$

$$4.90$$

$$\underline{48.85}$$

$$741.25$$

$$- 658.08$$

Answer \$ 83.17

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response correctly calculates the cost of 12 pairs of shoes at Super Sports. The processing fee is applied incorrectly ($54.75 - 4.90$) to the cost of a pair of shoes on Double Dribble's web site. The shipping fee is then correctly added to the cost of a pair of shoes and the result is correctly multiplied to determine the total cost of shoes on Double Dribble's web site. An error occurs when calculating the difference in total costs between the two stores: an incorrect value is used for the total cost at Super Sports, resulting in an incorrect answer. The response addresses some elements of the task correctly.

GUIDE PAPER 8

Additional

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

SS

$$\frac{14.50}{72.50} \times 20 = \frac{20}{100} \times 72.50$$

$$\frac{612}{72.50} - \frac{14.50}{72.50} = \frac{637}{72.50}$$

$$\frac{637}{100} = 6.37$$

$$58.00 + 3.77 = 61.77$$

DD

$$\frac{x}{54.75} = \frac{9}{100} \times 492.75$$

$$100x = 492.75 \times 9$$

$$x = 4.92$$

$$54.75 + 4.92 = 59.67$$

$$5.99 \times 12 = 71.88$$

$$59.67 + 71.88 = 131.55$$

$$131.55 - 61.77 = 69.78$$

Answer 5 \$69.78

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response correctly calculates the cost of one pair of shoes at Super Sports. The procedure for determining the cost of 12 pairs of shoes on Double Dribble's web site is incorrect (the shipping fee of 12 pairs is added to the price of one pair). An incorrect procedure is used to determine the difference in total costs (the cost of one pair is subtracted from the cost of 12 pairs). The response addresses some elements of the task correctly but reflects a lack of essential understanding.

GUIDE PAPER 9

60

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

Store 1	Store 2
<p>20% of 72.50 = X</p> $\frac{X}{72.50} = \frac{.2}{1.0}$ $100X = 58$ $X = .58$ <p>Tax 6.5% of 71.92 = X</p> $\frac{X}{71.92} = \frac{.065}{1.0}$ $100X = 4.6748$ $X = .46748$ <p>Answer \$ 981.72</p>	<p>109% of 54.75 = X</p> $\frac{X}{54.75} = \frac{1.09}{1.00}$ $100X = 5467.75$ $X = 54.6775$ <p>5.96</p> <p>1782.12</p> <p>-800.4</p> <p>981.72</p>

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response follows an incorrect procedure to determine the total cost of 12 pairs of shoes at Super Sports. An error is made when determining the processing fee on the Double Dribbles web site. Then the processing and shipping fees are added to the cost of a pair of shoes and the result is multiplied by 12 to determine the total cost of shoes. The difference in total costs between the two stores is calculated correctly. The response addresses some elements of the task and reflects a lack of essential understanding.

GUIDE PAPER 10

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

SS	DD
61.77	64.91
741.24	779.01
	778.80
	- 741.24
	<hr/>
	37.56

Answer \$ 37.56

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. Although the answer for the total cost of shoes at Super Sports is correct, there is no work to support the answer. The work for determining the total cost of shoes on Double Dribble's web site is missing. The response does not provide sufficient work to show even a limited understanding of the concepts in the task.

60

The coach for a basketball team wants to buy new shoes for her 12 players.

Super Sports is offering a 20% discount on each pair of shoes, which were originally priced \$72.50. A 6.5% sales tax will be applied to the discounted price.

The same shoes are also available on Double Dribble's web site for \$54.75. A 9% processing fee will be applied to the cost of the shoes, plus a shipping fee of \$5.99 for each pair.

What is the difference in the total costs of the 12 pairs of shoes between the two stores?

Show your work.

$$A: 72.50 - 20\% \overset{\text{For each pair.}}{\downarrow} = 72.30$$

$$72.30$$

$$72.50 \overset{1}{\rightarrow} 72.30 \overset{2}{\rightarrow} 72.10 \overset{3}{\rightarrow} 71.90 \overset{4}{\rightarrow} 71.70 \overset{5}{\rightarrow} 71.50 \overset{6}{\rightarrow} 71.30 \overset{7}{\rightarrow} 71.10 \overset{8}{\rightarrow} 70.90 \overset{9}{\rightarrow} 70.70 \overset{10}{\rightarrow} 70.50 \overset{11}{\rightarrow} 70.30 \overset{12}{\rightarrow}$$

$$70.30 + 6.5\% = 70.95$$

$$A = 70.95$$

$$B. 54.75 + 9\% = 54.84$$

$$\begin{array}{r} 54.84 \\ + 5.99 \\ \hline 60.83 \end{array}$$

$$\begin{array}{r} A \$70.95 \\ B \$60.83 \\ \hline \$9.12 \end{array}$$

Answer \$ 9.12

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response follows an incorrect procedure to determine the total cost of 12 pairs of shoes at Super Sports and on Double Dribble's web site. A calculation error is made when determining the difference in total costs between the two stores.

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

Answer \$ _____

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

Answer \$ _____

EXEMPLARY RESPONSE

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{aligned} &1\frac{1}{4} \times 4.25 - 1\frac{1}{4} \times 2.85 \\ &= 5.31 - 3.56 = 1.75 \quad \text{or other valid response} \end{aligned}$$

Answer \$ 1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{aligned} &10 - (\frac{1}{2} \times 3.25 + 1\frac{1}{4} \times 2.5) \\ &= 10 - (1.63 + 3.13) \\ &= 10 - 4.76 = 5.24 \quad \text{or other valid response} \end{aligned}$$

Answer \$ 5.24

GUIDE PAPER 1

Additional

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r}
 1.25 \times 4.25 - 1.25 \times 2.85 \\
 \hline
 5.31 - 3.56 \\
 \hline
 1.75
 \end{array}$$

Answer \$1.75 more

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r}
 10 - ((.5 \times 3.25) + (1.25 \times 2.5)) \\
 10 - (1.63 + 3.13) \\
 \hline
 10 - 4.76 \\
 \hline
 5.24
 \end{array}$$

Answer \$5.24 left

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in costs of $1\frac{1}{4}$ pounds of beef and $1\frac{1}{4}$ pounds of turkey. A correct procedure is used when calculating how much money is left after ordering $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. The lines used in the response do not indicate division; this is an inconsequential error that does not detract from the correct solution.

GUIDE PAPER 2

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r}
 25 \\
 \hline
 100 = \frac{x}{4.25} + 1.0625 \times 100
 \end{array}$$

$$\begin{array}{r}
 4.25 \quad 25 \\
 \hline
 100 \quad 2.85
 \end{array}$$

$$\begin{array}{r}
 5.3125 \\
 - 3.5625 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 100x = 106.25 \\
 100 \quad 100 \\
 \hline
 x = 1.0625
 \end{array}$$

$$\begin{array}{r}
 100x = 71.25 \\
 100 \quad 100 \\
 \hline
 x = .7125
 \end{array}$$

Answer \$1.75

Brad has \$10 to spend at Rubys. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r}
 10.00 \\
 - 4.75 \\
 \hline
 5.25
 \end{array}$$

$$\begin{array}{r}
 1.625 \\
 3.125 \\
 \hline
 4.75
 \end{array}$$

Answer \$5.25

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in costs of meats. A correct procedure is provided when calculating the amount of money left after placing the order.

GUIDE PAPER 3

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r} 5.31 \\ - 3.56 \\ \hline 1.75 \end{array}$$

Answer: \$ 1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r} 1.63 \\ + 3.13 \\ \hline 4.76 \end{array}$$

$$\begin{array}{r} 10.00 \\ - 4.76 \\ \hline 5.24 \end{array}$$

Answer: \$ 5.24

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in costs of meats. A correct procedure is provided when calculating the amount of money left after placing the order.

GUIDE PAPER 4

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r}
 4.25 \\
 \times 1.25 \\
 \hline
 5.31 \\
 \underline{- 3.56} \\
 1.75
 \end{array}
 \qquad
 \begin{array}{r}
 2.85 \\
 \times 1.25 \\
 \hline
 3.56
 \end{array}$$

Answer: \$1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r}
 3.25 \\
 \times .50 \\
 \hline
 1.625
 \end{array}
 \qquad
 \begin{array}{r}
 2.50 \\
 \times 1.25 \\
 \hline
 3.12
 \end{array}$$

$$\begin{array}{r}
 3.12 \\
 + 1.62 \\
 \hline
 4.74
 \end{array}
 \qquad
 \begin{array}{r}
 10.00 \\
 - 4.74 \\
 \hline
 5.26
 \end{array}$$

Answer: \$5.26

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in costs of meats. A correct procedure is provided when calculating how much money is left after placing the order; however truncation errors occur when determining the cost of meats, resulting in an incorrect solution.

GUIDE PAPER 5

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r}
 B \quad 4.25 \\
 + 1.06 \\
 \hline
 5.31
 \end{array}
 \qquad
 \begin{array}{r}
 T \quad 2.85 \\
 + .71 \\
 \hline
 3.56
 \end{array}$$

$$\begin{array}{r}
 5.31 \\
 - 3.56 \\
 \hline
 1.75
 \end{array}$$

ANSWER \$ 1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r}
 S \quad 1.63 \\
 + 3.13 \\
 \hline
 4.76
 \end{array}
 \qquad
 \begin{array}{r}
 C \quad 2.50 \\
 + .63 \\
 \hline
 3.13
 \end{array}$$

ANSWER \$ 4.76

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in costs of meats. A correct procedure is provided when calculating the cost of ordering $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken; however, the difference between the original amount of money and the cost of two meats is not determined.

GUIDE PAPER 6

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r}
 B - 4.25 = 5.31 \\
 T - 2.85 = 5.95
 \end{array}$$

Answer is 0.64

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r}
 1.63 \\
 3.13 \\
 \hline
 4.76
 \end{array}$$

Answer is 5.24

$$\begin{array}{r}
 S - 3.25 = 1.63 \\
 C - 2.50 = 2.13 \\
 \hline
 4.76 \\
 5.24
 \end{array}$$

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The cost of ordering $1\frac{1}{4}$ pounds of beef is calculated correctly. An error is made when calculating the cost of $1\frac{1}{4}$ pounds of turkey, resulting in an incorrect answer for the difference in costs of two meats. A correct procedure is provided when calculating how much money is left after placing the order.

GUIDE PAPER 7

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

Beef

Turkey

$$\begin{array}{r} \$4.25 \\ - 3.56 \\ \hline .76 \end{array}$$

Beef

Turkey

$$\begin{array}{r} 4.25 \\ + 1.07 \\ \hline 5.32 \\ - 2.85 \\ \hline 2.47 \end{array}$$

Answer \$ 1.76 more cost

Brad has \$10 to spend at Rubys. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

Chicken

Sausage

$1\frac{1}{4}$

$\frac{1}{2}$ pound

$$3.25 \div 2 = 1.625$$

$$1.625 = 1.63$$

Answer \$ _____

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. An error occurs when calculating the cost of $\frac{1}{4}$ pound of beef, resulting in an incorrect answer for the difference in costs of two meats. The cost of ordering $\frac{1}{2}$ pound of sausage is calculated correctly, however, the work is incomplete and the rest of the work is missing. The response addresses some elements of the task correctly and reflects a lack of essential understanding.

GUIDE PAPER 8

Additional

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{2}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r} 36x \text{ lbs} \\ - 2 \text{ lbs} \\ \hline \$1.40 \end{array}$$

ANSWER 5 \$1.40

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r} \$10.00 \\ - 4.76 \\ \hline \$5.24 \end{array}$$

$$\begin{array}{r} \$11.63 \\ + 3.13 \\ \hline \$14.76 \end{array}$$

$$\begin{array}{r} \$11.63 \\ \times 2 \\ \hline \$23.25 \end{array}$$

$$\begin{array}{r} 4 \overline{) 2.50} \\ \underline{4} \\ 0 \\ \underline{0} \\ 0 \\ \hline 2.50 \end{array}$$

$$\begin{array}{r} \$2.50 \\ + 11.63 \\ \hline \$14.13 \end{array}$$

ANSWER 5 \$5.24

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response only determines the difference in costs of 1 pound of meats. A correct procedure is used when calculating how much money is left after ordering $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. The response addresses some elements of the task correctly and reflects a lack of essential understanding.

GUIDE PAPER 9

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\frac{1}{1.25} = \frac{4.25}{x_1}$$

$$\frac{1}{1.25} = \frac{2.85}{x_2}$$

$$x_1 = 5.3125 \quad x_2 = 3.5625$$

ANSWER \$

1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

ANSWER \$ _____

Score Point 1 (out of 3 points)

This response demonstrates a limited understanding of the mathematical concepts in the task. The response follows a correct procedure to determine the difference in the costs of meats. The work is incomplete and no work for the second question is provided. The response addresses some elements of the task correctly and reflects a lack of essential understanding.

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61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r} 4.25 \\ - 2.85 \\ \hline 2.40 \end{array}$$

Answer is \$2.40

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

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$$\begin{array}{r} 1.63 \\ + 2.75 \\ \hline 4.38 \end{array}$$

sausage chicken

Answer is \$5.62 left

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response only determines the difference in costs of 1 pound of meats. The answer for the cost of $\frac{1}{2}$ pound of sausage is correct; however no work to support the answer is provided. The cost of $1\frac{1}{4}$ pounds of chicken is incorrect. Although the rest of the work to determine the cost of two meats and the amount of money left is correct, the response does not provide sufficient work to demonstrate even a limited understanding of the material.

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Additional

61

Ruby's Market sells smoked meats by the pound. The prices for several different meats are shown in the table.

RUBY'S MARKET PRICES

Type of Meat	Price per pound
Beef	\$4.25
Chicken	\$2.50
Sausage	\$3.25
Turkey	\$2.85

How much more does $1\frac{1}{4}$ pounds of beef cost than $1\frac{1}{4}$ pounds of turkey?

Show your work.

$$\begin{array}{r} 31410 \\ 4.25 \\ -2.75 \\ \hline 1.75 \end{array}$$

Answer: 1.75

Brad has \$10 to spend at Ruby's. He orders $\frac{1}{2}$ pound of sausage and $1\frac{1}{4}$ pounds of chicken. How much money will Brad have left after he pays for this order?

Show your work.

$$\begin{array}{r} 1275 \\ +175 \\ \hline 450 \end{array} \quad \begin{array}{r} 910 \\ 1000 \\ -450 \\ \hline 550 \end{array}$$

Answer: 5.50

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An incorrect procedure is used to determine the difference in the costs of meats. The cost of sausage and chicken is calculated incorrectly. Although the rest of the work to determine the amount of money left is correct, the response does not provide sufficient work to demonstrate even a limited understanding of the material.

