



Plainview-Old Bethpage  
Central School District

*Excellence in Education*

# **ELA & Math State Assessments**

## **Released Questions Report**

Plainview–Old Bethpage Central School District

Howard B. Mattlin Middle School

October 22, 2015

Chris Donarummo, Principal

Thomas Schwartz, Assistant Principal (5 & 7)

Beth Torreano, Assistant Principal (6 & 8)

# **What Resources are in Your Folder?**

- **Personalized Released Question Report**
- **Directions on how to access the student report via the Portal**
- **Directions on how to access the released questions on Engageny.org**
- **Parent Roadmaps**

# Personalized ELA Released Question Report

## Personalized Released Question Report

2014/2015 Grade 3 ELA

Student ID:

School:

District:

Score:

Level:

Dear Parent/Guardian:

This Personalized Released Question Report contains your child's test results on selected questions from the 2014/2015 Grade 3 ELA Assessment. This report does not represent all of the questions that your child was asked, rather a sample of 50% of the questions that the New York State Education Department has released to the public. It is intended to be used along with the official EngageNY Released Questions booklet that contains the actual released test questions. The booklet can be found at:

<https://www.engageny.org/file/132941/download/2015-released-items-ela-g3.pdf>

Note that on ELA assessments, parents should review not only the test questions, but parents should also scroll back a page or more in the test booklet to review the actual reading passage on which the questions were based.

### Multiple Choice Question Analysis

Q #	Content Area	Your Child's Response	Correct/Incorrect	% of Nassau County Students Answering Correctly
1	Reading - Literature	D	✗	82%
2	Reading - Literature	B	✓	83%
3	Reading - Literature	A	✗	51%
4	Reading - Literature	A	✓	86%
5	Reading - Literature	B	✓	74%
6	Reading - Literature	D	✓	54%
19	Language	D	✗	58%
20	Reading - Literature	A	✓	54%
21	Reading - Literature	A	✗	62%
22	Reading - Literature	C	✗	56%
23	Reading - Literature	C	✗	65%
31	Reading - Informational Text	B	✓	61%
32	Language	A	✓	82%
33	Reading - Informational Text	C	✗	58%
34	Reading - Informational Text	A	✗	57%
35	Reading - Informational Text	B	✓	80%
36	Reading - Informational Text	C	✓	51%
37	Reading - Informational Text	A	✓	55%

Legend: ✓ = Correct ✗ = Incorrect

# Personalized ELA Released Question Report

## More About the Released Question Report

Student ID:  
School:  
Assessment:

### How do I read this report?

This report contains question numbers that correspond to the question numbers in the 2015 Grade 3 ELA Test Released Question booklet.

The "Multiple Choice Question Analysis" on the previous page shows questions where your child was asked to choose the best possible answer from a list of four choices (A, B, C or D). Your child's actual response is displayed along with a green checkmark (correct response) or red 'X' (incorrect response). You can see the actual test question for each answer choice by going to the EngageNY website:

<https://www.engageny.org/file/132941/download/2015-released-items-ela-g3.pdf>

### Constructed Response Question Analysis

Q #	Content Area	Points Earned By Your Child	Points Awarded For Full Credit	Average Points Earned For Nassau Students
38	Language	1 ●	2	1.05
38	Reading - Literature	1 ●	2	1.05
39	Language	1 ●	2	1.11
39	Reading - Literature	1 ●	2	1.11
44	Language	1 ●	2	0.97
44	Reading - Informational Text	1 ●	2	0.97
45	Language	1 ●	2	0.99
45	Reading - Informational Text	1 ●	2	0.99
46	Language	1 ●	2	0.91
46	Reading - Literature	1 ●	2	0.91
47	Language	3 ●	4	1.80
47	Reading - Literature	3 ●	4	1.80
47	Writing	3 ●	4	1.80

**Legend:** ✓ = Full Credit Awarded    ● = Partial Credit Awarded    ✗ = No Credit Awarded

The "Constructed Response Question Analysis" above identifies each question where your child was asked to provide a written response (such as an essay for ELA assessments) or to show his or her work when solving a mathematical problem. Constructed Response questions may be worth one or more points, and a student may earn full, partial or no credit based on the quality of his or her response. This Constructed Response Question Analysis displays the number of points your child earned along with a green checkmark (full credit awarded), yellow circle (partial credit awarded) or red 'X' (no credit awarded). Please refer to the official EngageNY Released Questions test booklet to see the actual test questions. Please note that the test booklet does not contain your child's actual response. The booklet provides sample responses that received full credit. These are not the only responses that could receive full credit.

### Where can I find additional information?

The EngageNY website (<https://www.engageny.org/>) contains many resources that you may find useful. Information on the Common Core State Standards may be found at <http://www.corestandards.org/>

# Personalized Math Released Question Report

## Personalized Released Question Report

2014/2015 Grade 5 Math

Student ID:  
School:  
District:  
Score:  
Level:

### Dear Parent/Guardian:

This Personalized Released Question Report contains your child's test results on selected questions from the 2014/2015 Grade 5 Math Assessment. This report does not represent all of the questions that your child was asked, rather a sample of 50% of the questions that the New York State Education Department has released to the public. It is intended to be used along with the official EngageNY Released Questions booklet that contains the actual released test questions. The booklet can be found at:

<https://www.engageny.org/file/132981/download/2015-released-items-math-g5.pdf>

### Multiple Choice Question Analysis

Q #	Content Area	Your Child's Response	Correct/Incorrect	% of Nassau County Students Answering Correctly
1	Operations and Algebraic Thinking	A	✓	94%
2	Measurement and Data	D	✓	79%
3	Number and Operations in Base Ten	C	✓	89%
4	Numbers and Operations - Fractions	B	✓	84%
6	Measurement and Data	C	✓	93%
9	Numbers and Operations - Fractions	D	✗	41%
10	Operations and Algebraic Thinking	B	✓	86%
13	Number and Operations in Base Ten	C	✓	91%
14	Numbers and Operations - Fractions	D	✓	58%
15	Numbers and Operations - Fractions	B	✓	93%
19	Measurement and Data	B	✓	81%
20	Measurement and Data	D	✓	61%
21	Operations and Algebraic Thinking	B	✓	86%
26	Number and Operations in Base Ten	C	✓	83%
26	Operations and Algebraic Thinking	C	✓	83%
27	Numbers and Operations - Fractions	B	✓	90%
28	Measurement and Data	C	✓	84%
30	Measurement and Data	C	✓	62%
30	Numbers and Operations - Fractions	C	✓	62%
37	Numbers and Operations - Fractions	C	✗	70%
40	Measurement and Data	B	✓	62%
40	Number and Operations in Base Ten	B	✓	62%
42	Number and Operations in Base Ten	B	✓	94%
43	Measurement and Data	A	✓	46%
43	Number and Operations in Base Ten	A	✓	46%
44	Measurement and Data	C	✗	53%
44	Numbers and Operations - Fractions	C	✗	53%
45	Numbers and Operations - Fractions	B	✓	61%
47	Numbers and Operations - Fractions	D	✓	44%

Legend: ✓ = Correct ✗ = Incorrect

# Personalized Math Released Question Report

More About the Released Question Report

Student ID:  
School:  
Assessment:

## How do I read this report?

This report contains question numbers that correspond to the question numbers in the 2015 Grade 5 Math Test Released Question booklet.

The "Multiple Choice Question Analysis" on the previous page shows questions where your child was asked to choose the best possible answer from a list of four choices (A, B, C or D). Your child's actual response is displayed along with a green checkmark (correct response) or red 'X' (incorrect response). You can see the actual test question for each answer choice by going to the EngageNY website:

<https://www.engageny.org/file/132981/download/2015-released-items-math-g5.pdf>

## Constructed Response Question Analysis

Q #	Content Area	Points Earned By Your Child	Points Awarded For Full Credit	Average Points Earned For Nassau Students	
50	Number and Operations in Base Ten	1	●	2	1.10
51	Numbers and Operations - Fractions	0	✗	2	0.63
52	Numbers and Operations - Fractions	1	●	2	1.16
53	Measurement and Data	1	●	2	1.12
54	Number and Operations in Base Ten	0	✗	2	0.86
55	Numbers and Operations - Fractions	1	●	2	1.04
57	Number and Operations in Base Ten	3	✓	3	1.07
59	Numbers and Operations - Fractions	3	✓	3	1.78

**Legend:** ✓ = Full Credit Awarded   ● = Partial Credit Awarded   ✗ = No Credit Awarded

The "Constructed Response Question Analysis" above identifies each question where your child was asked to provide a written response (such as an essay for ELA assessments) or to show his or her work when solving a mathematical problem. Constructed Response questions may be worth one or more points, and a student may earn full, partial or no credit based on the quality of his or her response. This Constructed Response Question Analysis displays the number of points your child earned along with a green checkmark (full credit awarded), yellow circle (partial credit awarded) or red 'X' (no credit awarded). Please refer to the official EngageNY Released Questions test booklet to see the actual test questions. Please note that the test booklet does not contain your child's actual response. The booklet provides sample responses that received full credit. These are not the only responses that could receive full credit.

## Where can I find additional information?

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# Accessing Released Questions Via [engageny.org](http://engageny.org)?

The screenshot shows the EngageNY website homepage. At the top, there are six navigation icons: Common Core (graduation cap), Teacher/Leader Effectiveness (apple), Data Driven Instruction (circular arrows), Video Library (television), Professional Development (two people), and Parents and Families (sunburst). Below these is a featured video player with a blue overlay. The video title is "Getting to the Core: The Common Core Institute Project" and the text says "Check out the Common Core Institute Fellows' enhanced modules and watch videos highlighting their work". Below the video player are three columns of featured content: "Featured", "Most Viewed", and "News". The "Featured" column lists "Grade 12 ELA Literary Criticism Module", "Newburgh Educator Named 2016 New York State Teacher of the Year", "Translated Modules", "New York State K-12 Social Studies Resource Toolkit", "Curriculum Module Updates", and "Released 2015 3-8 ELA and Mathematics State Test Questions" (circled in red). The "Most Viewed" column lists "Common Core Curriculum", "Annotated 3-8 ELA and Mathematics State Test Questions (2013 & 2014)", "New York State Math Curriculum", "Common Core 3-8 ELA and Mathematics Tests", "Pre-Kindergarten-Grade 5 Mathematics: Curriculum Map and Guiding Documents", and "Curriculum Module Updates". The "News" column lists "Getting to the Core: The Common Core Institute Project", "News and Notes: Introducing Commissioner-Elect Elia", "News and Notes: Learning Summit", "News and Notes: Responding to the Learner", and "Social Studies Framework Implementation, Course Requirements and Assessment Changes".

**Common Core**      **Teacher/Leader Effectiveness**      **Data Driven Instruction**      **Video Library**      **Professional Development**      **Parents and Families**

## Getting to the Core: The Common Core Institute Project

Check out the Common Core Institute Fellows' enhanced modules and watch videos highlighting their work

### Featured

- Grade 12 ELA Literary Criticism Module
- Newburgh Educator Named 2016 New York State Teacher of the Year
- Translated Modules
- New York State K-12 Social Studies Resource Toolkit
- Curriculum Module Updates
- Released 2015 3-8 ELA and Mathematics State Test Questions

### Most Viewed



























- Common Core Curriculum
- Annotated 3-8 ELA and Mathematics State Test Questions (2013 & 2014)
- New York State Math Curriculum
- Common Core 3-8 ELA and Mathematics Tests
- Pre-Kindergarten-Grade 5 Mathematics: Curriculum Map and Guiding Documents
- Curriculum Module Updates

### News

- Getting to the Core: The Common Core Institute Project
- News and Notes: Introducing Commissioner-Elect Elia
- News and Notes: Learning Summit
- News and Notes: Responding to the Learner
- Social Studies Framework Implementation, Course Requirements and Assessment Changes

# Resources Available Via engageny.org

## Downloadable Resources

-  Letter from Commissioner Elia about released test questions (270.87 KB) 
-  2015 Grade 3 English Language Arts Test Released Questions (1.64 MB) 
-  2015 Grade 4 English Language Arts Test Released Questions (1.71 MB) 
-  2015 Grade 5 English Language Arts Test Released Questions (2.14 MB) 
-  2015 Grade 6 English Language Arts Test Released Questions (1.75 MB) 
-  2015 Grade 7 English Language Arts Test Released Questions (4.34 MB) 
-  2015 Grade 8 English Language Arts Test Released Questions (2.06 MB) 
-  2015 Grade 3 Mathematics Test Released Questions (1.78 MB) 
-  2015 Grade 4 Mathematics Test Released Questions (1.53 MB) 
-  2015 Grade 5 Mathematics Test Released Questions (1.47 MB) 
-  2015 Grade 6 Mathematics Test Released Questions (1.64 MB) 
-  2015 Grade 7 Mathematics Test Released Questions (1.47 MB) 
-  2015 Grade 8 Mathematics Test Released Questions (1.8 MB) 



# How to Access Student Reports Via the Portal?

## NYS Released Questions on the Campus Backpack



- Family
- Messages 2
- Discussions >
- Family Members >
- Calendar >
- To Do List >
- User Account
- Contact Preferences >
- Notification Settings >
- Campus Backpack

▼ **District Announcements** - 1 message

[ 12/10/2013 ]  
Please note that all of our report cards are in PDF format, and thus require Adobe Acrobat Reader for viewing. This is typically a free download onto your PC/device through the Adobe website or your device's App Store.

▶ **School Announcements** - 3 messages (2 new)


▶ **Inbox** - 3 messages

Looking for your District ID?

Click the button to the right to get your District ID, so you can log in to our mobile applications!



Student Name	Document Name	Published Date	View
[REDACTED]	Mattlin Grade 7 ELA Parent Report	Sep 17, 2015 7:40 AM	
	Mattlin Grade 7 Math Parent Report	Sep 17, 2015 7:41 AM	
	Old Bethpage Report Card G4 - T3	Jun 21, 2012 10:53 AM	
[REDACTED]	K-Center Report Card -T1	Dec 3, 2012 6:05 AM	
	K-Center Report Card-T3	Jul 8, 2013 3:19 PM	
	Old Bethpage Report Card - G1 - T3	Jun 27, 2014 8:31 AM	
	Old Bethpage Report Card G2 - T3	Jun 26, 2015 7:08 AM	



# **How many questions were released?**

## **What types of questions are they?**

## **What annotations are provided?**

- ELA and Math assessments contain multiple choice, short constructed response and extended constructed response questions.
- Approximately 50% of questions in each exam were released.
- Annotations include:
  - Correct Answer
  - Common Core Learning Standard / Performance Indicator (Skill Set)
  - Percentage of Students Statewide Who Answered Correctly / Statewide Average of Points Earned
  - Sample Response with Explanation

# ELA Multiple Choice Sample Question (Grade 4)

- Reading passage: Pages 1 – 2
- Question #1: Page 3
- <https://www.engageny.org/resource/released-2015-3-8-ela-and-mathematics-state-test-questions>

***D***<sup>204053P</sup>*irections*  
Read this story. Then answer questions 1 through 6.

## The Night the Bat Got In

*by Virginia Kroll*

- 1 The temperature was so stifling that no one even noticed that the back door had been left ajar. Whoever came in last had forgotten to pull the stubborn catch. It was one of those late August evenings, right in between summer-closings and school-openings that dragged on boringly. It threatened to be the dullest night of the summer.
- 2 And then the bat got in. Betsy saw it first. She leaped, screaming, from the hassock and flew out the front door before anyone knew what was happening. hassock = a padded footstool
- 3 Mr. Halvorsen arose and calmly declared, “There’s a bat in the house; I wonder how it got in.” At this point, Mrs. Halvorsen disappeared in a flash.
- 4 “I’m not sticking around to find out!” her voice trailed into the baby’s bedroom. Whisking Neil out of his crib, she joined Betsy on the front lawn. The startled baby began to cry. Mrs. Halvorsen was shaking from her hair roots to her toenails, and Betsy was shrieking frantically, “There’s a bat in the house! There’s a bat in the house!”
- 5 Andrew watched the displaced bat dart erratically through his living room before he joined his family on the lawn. Never had he seen such calmness explode into such frenzied activity before!
- 6 The Overtons had, of course, heard the commotion next door. They came

# ELA Multiple Choice Sample Question (Grade 4)

14204042\_2

- 1** The details about the setting are important to the story because they
- A** explain why the Overtons arrive so quickly
  - B** explain why the bat is able to enter the house
  - C** show why the family is looking for excitement
  - D** show why Betsy sees the bat before anyone else

**Key: B**

**CCLS: RL.4.3:**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Percentage of Students Statewide Who Answered Correctly: 73%**

# ELA 2-Point

## Short Constructed Response

### Sample Question (Grade 5)

- Reading Passage: Pages 18 – 19
  - Question #54: Pages 20 – 21
  - 2-Point Short Constructed Response
- Question Rubric: Page 40
- <https://www.engageny.org/resource/released-2015-3-8-ela-and-mathematics-state-test-questions>

**D**irections  
305041P  
Read this article. Then answer questions 54 and 55.

#### Excerpt from *Presidential Pets*

by Laura Driscoll

##### New Life, New Pet!

- 1 November 4, 2008, was a night of big changes. Barack Obama had just been elected the first African-American president of the United States. He and his wife, Michelle Obama, and their young daughters, Malia and Sasha, were going to be the country's next First Family. They would soon leave their home in Chicago and move into the White House in Washington, D.C. Sasha and Malia would start a new school. As the First Lady, their mom would become one of the busiest and most famous women in the world. Their dad was going to have the most important job in America.
- 2 In his victory speech, Barack Obama said, "Sasha and Malia, I love you both more than you can imagine. And you have earned the new puppy that's coming with us to the White House."
- 3 This was big news for Sasha and Malia. But over the years, First Families have had all kinds of pets: dogs, cats, mice, snakes, birds, elephants, sheep, horses, a hyena, a hippo, and even an alligator! Only *three* presidents in US history did not have a pet in the White House.

# ELA 2-Point Short Constructed Response Sample Question (Grade 5)

14305038

54

In “Excerpt from *Presidential Pets*,” what is the **most likely** reason that Barack Obama decided to get a new puppy when he was elected president? Use **two** details from the article to support your response.

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**Primary CCLS: RI.5.1:**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Secondary CCLS: L.5.1 and L.5.2**

**Statewide Average Points Earned: 1.45 out of 2**

**See Short-Response (2-point) Holistic Rubric and the full-credit sample student response.**

# ELA 4-Point Extended Constructed Response Sample Question (Grade 6)

- Reading passages: Pages 27 – 28 and pages 31 – 32.
- Question #59: Pages 37 – 38
- 4-Point Short Constructed Response  
Question Rubric: Page 42
- <https://www.engageny.org/resource/released-2015-3-8-ela-and-mathematics-state-test-questions>

## **D**irections

306033P

Read this story. Then answer question 56.

### Wolf

by Albert Payson Terhune

The collie is supposed to be descended direct from the wolf, and Wolf looked far more like his original ancestors than like a thoroughbred collie. From puppyhood he had been the living image, except in color, of a timber-wolf, and it was from this queer throw-back trait that he had won his name.

5 Lad was the Mistress' dog. Bruce was the Master's. Wolf belonged to the Boy, having been born on the latter's birthday.

For the first six months of his life Wolf lived at The Place on sufferance.<sup>1</sup> Nobody except the Boy took any special interest in him. He was kept only because his better-formed brothers had died in early puppyhood and because the Boy, from the outset, had loved him.

10

## **D**irections

306034P

Read this story. Then answer questions 57 through 59.

*That Spot had been purchased for sixty-five dollars by two men setting out to search for gold in the Klondike. They have now decided to sell him because, although he is a good-looking dog, he cannot be coaxed into working.*

### That Spot

by Jack London

But he was a good looker. At the end of the first week we sold him for seventy-five dollars to the Mounted Police. They had experienced dog-drivers, and we knew that by the time he'd covered the six hundred miles to Dawson he'd be a good sled-dog. I say we *knew*, for we were just getting acquainted with that Spot. A little later we were not brash enough to know anything where he was concerned. A week later we woke up in the morning to the dangdest dog-fight we'd ever heard. It was that Spot came back and knocking the team into shape. We ate a pretty depressing breakfast, I can tell you; but cheered up two hours afterward when we sold him to an official courier, bound in to Dawson with government despatches. That Spot was only three days in coming back, and, as usual, celebrated his arrival with a rough-house.

10

# ELA 4-Point Extended Constructed Response Sample Question (Grade 6)

- Question #59: Pages 37 – 38
- 4-Point Short Constructed Response

Question Rubric: Page 42

14306039

59

Both Wolf and Spot face challenges in their lives. How are the challenges Wolf and Spot face similar? Discuss how the two dogs respond to these challenges. Use details from **both** stories to support your response.

In your response, be sure to

- describe the similar challenges that Wolf and Spot face in their lives
- explain how Wolf responds to these challenges
- explain how Spot responds to these challenges
- use details from **both** stories to support your response

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**Primary CCLS: RL.6.3:**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Secondary CCLS: W.6.2, W.6.9, L.6.1, L.6.2, L.6.3 and L.6.4**

**Statewide Average Points Earned: 2.03 out of 4**

**See Extended-Response (4-point) Holistic Rubric and the full-credit sample student response.**



# 4-Point Constructed Response Rubric

42

New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	OCLS	SCORE				
		4	3	2	1	0*
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W2 R.1-9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose  —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)  —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)  —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice  —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole  —establish and maintain a formal style using precise language and domain-specific vocabulary  —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions  —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task  —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization  —use language that is predominantly incoherent or copied directly from the text(s)  —do not provide a concluding statement or section
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* 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).

# Mathematics Multiple Choice Sample Questions

## Middle School Sample Multiple Choice Question

### Grade 6, Page 5, Question #11

124060502\_4

**11**

A punch recipe requires 2 cups of cranberry juice to make 3 gallons of punch. Using the same recipe, what is the amount of cranberry juice needed for 1 gallon of punch?

- A** 3 cups
- B**  $1\frac{1}{2}$  cups
- C** 1 cup
- D**  $\frac{2}{3}$  cup

**Key: D**

**Primary CCLS: 6.RP,2**

Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship.

For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

**Secondary CCLS: None**

**Percentage of Students Statewide Who Answered Correctly: 54%**

# Mathematics Constructed Response

## Sample Questions (Grade 7)

### Page 31 - Question #62 / Sample Response – Page 35

62 The table below shows the prices of different numbers of cards on a web site.

**COST OF CARDS**

Number of Cards	Price (dollars)
20	13
40	26
60	39
100	65

For each order, the web site applies a 7.7% sales tax to the price of the cards, plus a one-time mailing fee of \$5.95. Based on the information in the table, what will be the total cost for an order for 280 cards?

**Show your work.**

Answer: \$ \_\_\_\_\_

calculators allowed

**Primary CCLS: 7.RP.2.b**

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

**Secondary CCLS: 7.RP.3**

**Statewide Average Points Earned: 1.20 out of 3**

62 The table below shows the prices of different numbers of cards on a web site.

**COST OF CARDS**

Number of Cards	Price (dollars)
20	13
40	26
60	39
100	65

For each order, the web site applies a 7.7% sales tax to the price of the cards, plus a one-time mailing fee of \$5.95. Based on the information in the table, what will be the total cost for an order for 280 cards?

**Show your work.**

$$\begin{array}{r}
 182 \times 1.077 \\
 + 196.01 \\
 \hline
 201.96 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 65 \\
 65 \\
 + 26 \\
 + 26 \\
 \hline
 182
 \end{array}$$

Answer: \$ 201.96

**Score Point 3 (out of 3 points)**

This response answers the question correctly and demonstrates a thorough understanding of the mathematical concepts and procedures embodied in the task. The response correctly calculates the cost of the 280 cards by adding the cost of 100 cards two times to the cost of 40 cards two times ( $65 + 65 + 26 + 26 = 182$ ). The sales tax is calculated correctly ( $182 \times 1.077$ ) resulting in the cost of the cards including the tax (196.01). Finally, the cost of shipping is added ( $196.01 + 5.95 = 201.96$ ) to get the total cost.

# Following Up

- In addition to looking up information related to your child's exams, feel free to also peruse other grade levels to understand the increasing level of complexity.
- If you have additional questions about your personalized question report, please feel free to contact any of your school's building administrators or the following curricular experts:
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