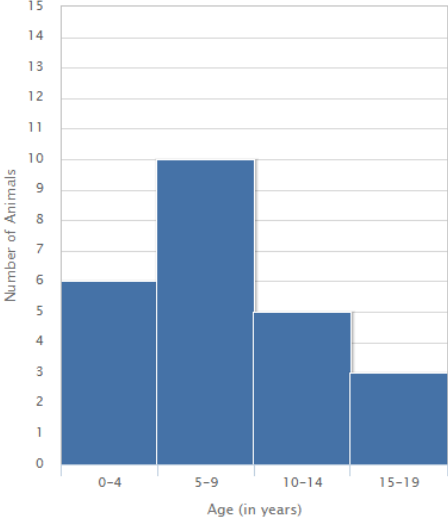


| Item Number | Answer Key | Evidence Statement Key | | | | | | | | | | |
|----------------|---|------------------------|-------------------|-----|---|-----|----|-------|---|-------|---|--------|
| 1. | D | 6.RP.2 | | | | | | | | | | |
| 2. | 44 or equivalent number | 6.NS.1-2 | | | | | | | | | | |
| 3. | B | 6.NS.6c-2 | | | | | | | | | | |
| 4. | 65.5584 | 6.NS.3-3 | | | | | | | | | | |
| 5. | 608 | 6.NS.2 | | | | | | | | | | |
| 6. | A, C, D | 6.EE.4 | | | | | | | | | | |
| 7. | 34.422 | 6.NS.3-2 | | | | | | | | | | |
| 8. | D | 6.EE.6 | | | | | | | | | | |
| 9. | 6 | 6.NS.1-2 | | | | | | | | | | |
| 10. | C | 6.Int.1 | | | | | | | | | | |
| 11. | A, E, G | 6.NS.5 | | | | | | | | | | |
| 12. | <p style="text-align: center;">Ages of Animals at a Zoo</p>  <table border="1" data-bbox="298 1325 743 1839"> <caption>Ages of Animals at a Zoo</caption> <thead> <tr> <th>Age (in years)</th> <th>Number of Animals</th> </tr> </thead> <tbody> <tr> <td>0-4</td> <td>6</td> </tr> <tr> <td>5-9</td> <td>10</td> </tr> <tr> <td>10-14</td> <td>5</td> </tr> <tr> <td>15-19</td> <td>3</td> </tr> </tbody> </table> | Age (in years) | Number of Animals | 0-4 | 6 | 5-9 | 10 | 10-14 | 5 | 15-19 | 3 | 6.SP.4 |
| Age (in years) | Number of Animals | | | | | | | | | | | |
| 0-4 | 6 | | | | | | | | | | | |
| 5-9 | 10 | | | | | | | | | | | |
| 10-14 | 5 | | | | | | | | | | | |
| 15-19 | 3 | | | | | | | | | | | |

| | | |
|-----|--|----------|
| 13. | Part A: 40 Part B: C | 6.G.3 |
| 14. | B | 6.EE.5-1 |
| 15. | <input type="checkbox"/> 1^{16} <input type="checkbox"/> 2^4 <input type="checkbox"/> 4^2 <input type="checkbox"/> 8^2 <input type="checkbox"/> 16^0 <input type="checkbox"/> 16^1 | 6.EE.1-2 |
| 16. | Part A: 25 Part B: 10.40 Part C: 2.60 Part D: 0.22 | 6.RP.3b |
| 17. | Part A: A, C Part B: 6.5 | 6.EE.7 |
| 18. | Part A: See Rubric Part B: See Rubric | 6.D.2 |
| 19. | Part A: B Part B: The numbers that appear to be outliers are <input type="text" value="12"/> and <input type="text" value="98"/> because they <input type="text" value="are much greater than or less than the other values in the data set"/> | 6.SP.5 |

| #18 Rubric Part A VH092898 | |
|-------------------------------|--|
| Score | Description |
| 2 | Student response includes the following 2 elements. <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct volume, in cubic feet, of the cement used to make the sidewalk, 8 • Modeling component = 1 point <ul style="list-style-type: none"> ○ Valid strategy is modeled to find the volume of the sidewalk. Sample Student Response: The volume of the sidewalk can be found by multiplying the length times the width times the height, $8 \times 4 \times 0.25 = 8$ cubic feet. Or other valid response. |
| 1 | Student response includes 1 of the 2 elements. |
| 0 | Student response is incorrect or irrelevant. |

#18 Rubric Part B
VH092898

| Score | Description |
|--------------|--|
| 4 | <p>Student response includes the following 4 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct volume, in cubic feet, of the cement used to make the steps, 21 • Modeling component = 3 points <ul style="list-style-type: none"> ○ Valid strategy is modeled to convert linear units/cubic units. ○ Valid strategy is modeled to find the volume of one part of the steps. ○ Valid strategy is modeled to find the volume of the entire set of steps. <p>Sample Student Response:</p> <p>The measurements equal to 6 inches need to be converted to 0.5 foot.</p> <p>The volume of the first step can be found by multiplying the length times the width times the height, $0.5 \times 0.5 \times 4 = 1$.</p> <p>The first step has a volume of 1 cubic foot. The second step has a volume of 2 cubic feet. The total set of steps would have a volume of $1 + 2 + 18 = 21$ cubic feet.</p> <p>Notes:</p> <ul style="list-style-type: none"> • The student may receive only modeling points if the student shows a sufficient modeling process for some or all of the 4 parts indicated but makes one or more computational error(s) resulting in incorrect answers. • The student may receive only computation points if he or she computes the correct answer(s) to one or both of the 2 parts but shows no work or insufficient work to indicate a correct modeling process. |
| 3 | Student response includes 3 of the 4 elements. |
| 2 | Student response includes 2 of the 4 elements. |
| 1 | Student response includes 1 of the 4 elements. |
| 0 | Student response is incorrect or irrelevant. |