

New York NYSTP 2022 Grade 5 Math

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Grade 5 Mathematics Reference Sheet

CONVERSIONS

1 mile = 5,280 feet

1 mile = 1,760 yards

1 pound = 16 ounces

1 ton = 2,000 pounds

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 liter = 1,000 cubic centimeters

FORMULAS

Right Rectangular Prism

$V = Bh$ or $V = lwh$

Name: _____



New York State *Testing Program*

2022 Mathematics Test Session 1

Grade **5**

April 26–28, 2022

RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Read each question carefully and think about the answer before making your choice.
- You have been provided with mathematics tools (a ruler and a protractor) and a reference sheet to use during the test. It is up to you to decide when each tool and the reference sheet will be helpful. You should use mathematics tools and the reference sheet whenever you think they will help you to answer the question.

1

Jill has 4 one-dollar bills, 3 quarters, 4 dimes, and 3 pennies. Mark has 3 one-dollar bills, 4 dimes, and 2 pennies. What is the difference between the amount of money Jill has and the amount of money Mark has?

- A \$1.01
- B \$1.76
- C \$7.85
- D \$8.60

2

What is the value of $6\frac{3}{5} + 3\frac{2}{3}$?

- A $2\frac{14}{15}$
- B $9\frac{4}{15}$
- C $9\frac{5}{8}$
- D $10\frac{4}{15}$

3

Which two-dimensional figure is always a regular quadrilateral?

- A rhombus
- B polygon
- C square
- D trapezoid

GO ON

6

Janelle makes fruit punch by mixing the ingredients listed below.

- 5 pints of orange juice
- 6 cups of grape juice
- 8 cups of apple juice

How many quarts of fruit punch does Janelle make?

A 3

B 6

C 24

D 96

7

Shara is building a birdhouse. She cuts a 6-foot-long board into sections that are each $\frac{1}{3}$ foot long. How many sections of the board will Shara have when she is finished cutting?

A 2

B $6\frac{1}{3}$

C $10\frac{1}{3}$

D 18

GO ON

13

Which value makes the comparison below true?

$$\underline{?} < 0.6$$

- A 0.6
- B 0.7
- C 0.59
- D 0.64

14

A student completes his homework in 1 hour and 34 minutes. How long, in minutes, does it take the student to complete his homework?

- A 26
- B 60
- C 94
- D 134

15

What is the value of the expression shown below?

$$2,158 \div 26$$

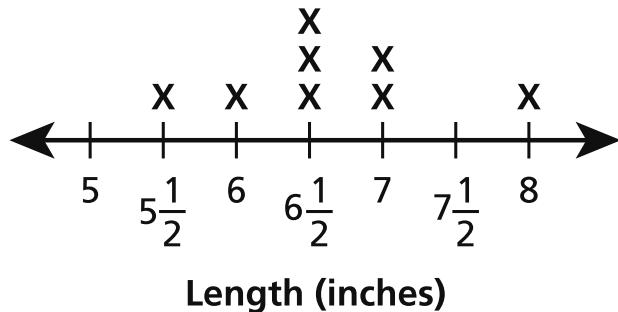
- A 80
- B 83
- C 86
- D 89

GO ON

18

Ms. Torres has a box of scraps of wood. She measures the length of each scrap of wood to the nearest half inch. The results are represented on the line plot below.

LENGTH OF SCRAPS OF WOOD



What is the approximate length, in inches, of the scraps of wood when they are placed end to end?

A $19\frac{1}{2}$

B 33

C $45\frac{1}{2}$

D 53

19

Which expression is equivalent to 65×0.15 ?

A $65 \times 0.1 + 0.05$

B $65 \times 0.05 + 0.1$

C $(65 \times 0.1) + (65 \times 0.5)$

D $(65 \times 0.1) + (65 \times 0.05)$

GO ON

20

What is the value of the expression shown below?

$$14\frac{1}{3} - 6\frac{5}{8}$$

A $7\frac{1}{24}$

B $7\frac{17}{24}$

C $8\frac{7}{24}$

D $8\frac{23}{24}$

21

Trey and his 4 friends equally share a 12-ounce jar of applesauce. How much applesauce, in ounces, does each person receive?

A $\frac{5}{12}$

B $2\frac{2}{5}$

C 17

D 60

GO ON

22 What is the value of $\frac{3}{10} + \frac{27}{100}$?

- A $\frac{30}{10}$
- B $\frac{30}{100}$
- C $\frac{57}{10}$
- D $\frac{57}{100}$

23 Which statement about the quotient of $425.378 \div 10^3$ is true?

- A The decimal point is located to the left of the 4.
- B The decimal point is located to the right of the 8.
- C The decimal point is located between the 3 and the 7.
- D The decimal point is located between the 4 and the 2.

GO ON

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Read each question carefully and think about the answer before making your choice or writing your response.
- You have been provided with mathematics tools (a ruler and a protractor) and a reference sheet to use during the test. It is up to you to decide when each tool and the reference sheet will be helpful. You should use mathematics tools and the reference sheet whenever you think they will help you to answer the question.
- Be sure to show your work when asked.

31

What is the missing value in the equation shown below?

$$\frac{4}{10} + \frac{?}{100} = \frac{7}{10}$$

- A 1
- B 3
- C 10
- D 30

32

Which expression is equivalent to $\frac{2}{3} \times 7$?

- A $2 \times 7 \div 3$
- B $2 \times 3 \div 7$
- C $7 \times 3 \div 2$
- D $7 \div 2 \times 3$

33

Which two-dimensional figure always has 4 equal sides and 4 right angles?

- A parallelogram
- B rectangle
- C rhombus
- D square

GO ON

34

Which expression has a value less than 1?

A $\frac{3}{4} \times \frac{4}{3}$

B $\frac{3}{4} \times \frac{6}{3}$

C $\frac{3}{4} \times \frac{4}{4}$

D $\frac{3}{4} \times \frac{8}{4}$

35

Which fraction has the same value as 0.28?

A $\frac{28}{1}$

B $\frac{28}{10}$

C $\frac{28}{100}$

D $\frac{28}{1,000}$

36

Mr. Davis buys 4 pizzas for a family dinner. He cuts each pizza into sixths. How many pieces of pizza does Mr. Davis have for the family dinner?

A 6

B 10

C 20

D 24

GO ON

- 37** Nicolas drinks $\frac{2}{3}$ liter of water in the morning and $\frac{1}{2}$ liter of water at lunch. During basketball practice, he drinks another $\frac{2}{3}$ liter of water. What is the total amount of water, in liters, that Nicolas drinks?

- A $\frac{3}{5}$
- B $\frac{5}{8}$
- C $1\frac{1}{6}$
- D $1\frac{5}{6}$

- 38** What is six hundred eighty and fourteen thousandths written in standard form?

- A 608.014
- B 608.14
- C 680.014
- D 680.14

GO ON

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

Answer _____ teaspoons

GO ON

40

- The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

Answer _____ unit(s)

GO ON

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

GO ON

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

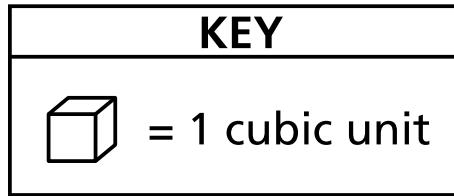
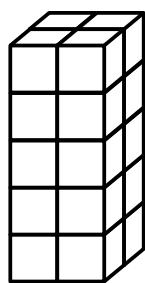
Show your work.

Answer \$ _____

GO ON

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

Answer _____ cubic units

GO ON

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

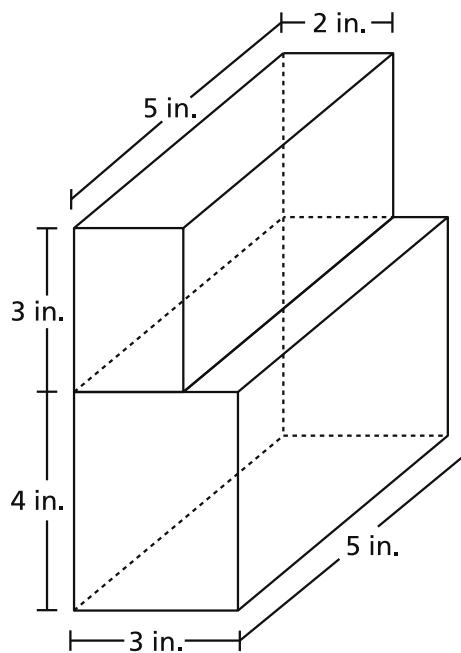
Show your work.

Answer _____ miles

GO ON

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

Answer _____ cubic inches

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2022 Mathematics Tests Map to the Standards

Grade 5

Question	Type	Key Points	Standard	Cluster
Session 1				
1	Multiple Choice	B	1 CCSS.Math.Content.4.MD.A.2	Measurement and Data
2	Multiple Choice	D	1 CCSS.Math.Content.5.NF.A.1	Number and Operations - Fractions
3	Multiple Choice	C	1 CCSS.Math.Content.5.G.B.4	Geometry
6	Multiple Choice	B	1 CCSS.Math.Content.5.MD.A.1	Measurement and Data
7	Multiple Choice	D	1 CCSS.Math.Content.5.NF.B.7b	Number and Operations - Fractions
13	Multiple Choice	C	1 CCSS.Math.Content.4.NF.C.7	Number and Operations in Base Ten
14	Multiple Choice	C	1 CCSS.Math.Content.4.MD.A.1	Measurement and Data
15	Multiple Choice	B	1 CCSS.Math.Content.5.NBT.B.6	Number and Operations in Base Ten
18	Multiple Choice	D	1 CCSS.Math.Content.5.MD.B.2	Measurement and Data
19	Multiple Choice	D	1 CCSS.Math.Content.5.NBT.B.7	Number and Operations in Base Ten
20	Multiple Choice	B	1 CCSS.Math.Content.5.NF.A.1	Number and Operations - Fractions
21	Multiple Choice	B	1 CCSS.Math.Content.5.NF.B.3	Number and Operations - Fractions
22	Multiple Choice	D	1 CCSS.Math.Content.4.NF.C.5	Number and Operations - Fractions
23	Multiple Choice	A	1 CCSS.Math.Content.5.NBT.A.2	Number and Operations in Base Ten
Session 2				
31	Multiple Choice	D	1 CCSS.Math.Content.4.NF.C.5	Number and Operations - Fractions
32	Multiple Choice	A	1 CCSS.Math.Content.5.NF.B.4a	Number and Operations - Fractions
33	Multiple Choice	D	1 CCSS.Math.Content.5.G.B.3	Geometry
34	Multiple Choice	C	1 CCSS.Math.Content.5.NF.B.5a	Number and Operations - Fractions
35	Multiple Choice	C	1 CCSS.Math.Content.4.NF.C.6	Number and Operations in Base Ten
36	Multiple Choice	D	1 CCSS.Math.Content.5.NF.B.7b	Number and Operations - Fractions
37	Multiple Choice	D	1 CCSS.Math.Content.5.NF.A.2	Number and Operations - Fractions
38	Multiple Choice	C	1 CCSS.Math.Content.5.NBT.A.3a	Number and Operations in Base Ten
39	Constructed Response	2	CCSS.Math.Content.5.MD.A.1	Measurement and Data
40	Constructed Response	2	CCSS.Math.Content.5.NF.B.7a	Number and Operations - Fractions
41	Constructed Response	2	CCSS.Math.Content.5.NBT.A.1	Number and Operations in Base Ten
42	Constructed Response	2	CCSS.Math.Content.5.NBT.B.7	Number and Operations in Base Ten
43	Constructed Response	2	CCSS.Math.Content.5.MD.C.4	Measurement and Data
44	Constructed Response	2	CCSS.Math.Content.5.NF.A.2	Number and Operations - Fractions
45	Constructed Response	3	CCSS.Math.Content.5.MD.C.5c	Measurement and Data

*This item map is intended to identify the primary analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including a balanced combination of procedural and conceptual understanding.

2-Point Holistic Rubric

2 Points	A 2-point response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This response <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	A 1-point response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task. This response <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 Points*	A 0-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.

* 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

3 Points	<p>A 3-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 Points	<p>A 2-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 1-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 Points*	<p>A 0-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).

2022 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 shows the work in other than a designated “Show your work” or “Explain” area, that work should still be scored.
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 space, the student should still receive full credit.
3. If students are directed to show work or provide an explanation, a correct answer with **no** work shown or **no** explanation provided, receives **no** credit.
4. 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.
5. If the student provides one legible response (and one response only), the rater should score the response, even if it has been crossed out.
6. If the student has written more than one response but has crossed some out, the rater should score only the response that has **not** been crossed out.
7. If the student provides more than one response, but does not indicate which response is to be considered the correct response and none have been crossed out, the student shall not receive full credit.
8. If the student makes a conceptual error (that is an error in understanding rather than an arithmetic or computational error), that student shall not receive more than 50% credit.
9. Trial-and-error responses are **not** subject to Scoring Policy #6 above, since crossing out is part of the trial-and-error process.
10. If a response shows repeated occurrences of the same conceptual error within a question, the conceptual error should **not** be considered more than once in gauging the demonstrated level of understanding.
11. In questions requiring number sentences, the number sentences must be written horizontally.
12. When measuring angles with a protractor, there is a +/- 5 degrees deviation allowed of the true measure.
13. 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.

EXEMPLARY RESPONSE

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$12 \times 20 = 240 \text{ quarts}$$

$$240 \div 4 = 60 \text{ gallons}$$

$$60 \div 10 = 6 \text{ teaspoons}$$

or

$$20 \div 4 = 5 \text{ gallons per tank}$$

$$5 \times 12 = 60 \text{ gallons}$$

$$60 \div 10 = 6 \text{ teaspoons}$$

or

$$10 \times 4 = 40 \text{ quarts}$$

1 teaspoon per 10 gallons or 40 quarts

$\frac{1}{2}$ teaspoon per 5 gallons or 20 quarts or 1 tank

$$\frac{1}{2} \times 12 = 6 \text{ teaspoons}$$

or other valid process

Answer _____ 6 _____ teaspoons

GUIDE PAPER 1

Additional

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$\begin{aligned}4 \text{ quarts} &= 1 \text{ gallon} \\20 \div 4 &= 5 \text{ gallons each tank} \\12 \text{ tanks} \times 5 \text{ gallons} &= 60 \text{ gallons of water} \\60 \div 10 &= 6 \\6 \text{ teaspoons} &\text{ will be needed of water conditioner}\end{aligned}$$

Answer

6

teaspoons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The total number of gallons of water in all fish tanks is correctly calculated and the total number of teaspoons of water conditioner is correctly determined using sound procedures. This response is complete and correct.

GUIDE PAPER 2

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

12 x

$$\begin{array}{r} 12 \\ \times 20 \\ \hline 00 \\ +240 \\ \hline 240 \text{ quarts} \end{array}$$

$$\begin{array}{r} 240 \text{ quarts} = 60 \text{ g} \\ \cancel{240} \quad 4 \text{ g} = 1 \text{ g} \\ \cancel{2} \quad \cancel{1} \\ 10 \quad 10 \quad 10 \quad 10 \quad 10 \quad 10 \end{array}$$

Answer 6 teaspoons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The total amount of water in all tanks is correctly calculated and converted to gallons. The result is correctly split into six groups of 10 gallons to determine the total number of teaspoons of water conditioner that will be used for all the water. This response is complete and correct.

GUIDE PAPER 3

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$\begin{aligned}10 \text{ gallons} &= 40 \text{ quarts} \\ \text{Each tank gets } \frac{1}{2} &\text{ teaspoon} \\ 12 \times \frac{1}{2} &= 6\end{aligned}$$

Answer

Kallie will use 6
teaspoons of
water
conditioner for
all the fish
tanks.

teaspoons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The conversion to quarts is carried out correctly. The amount of water conditioner that needs to be used for one tank is correctly calculated and multiplied by 12 tanks to determine the total number of teaspoons of water conditioner that will be used for all the water. This response contains sufficient work to show a thorough understanding.

GUIDE PAPER 4

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$\begin{array}{r} 12 \\ \times 20 \\ \hline 00 \\ 24 \\ \hline 240 \end{array}$$
$$40 \overline{)240} \quad 6$$

Answer 6 teaspoons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The total amount of water, in quarts, is correctly calculated and the total number of teaspoons of water conditioner is correctly determined; however, the last step of dividing by 40 is insufficiently explained. It is not clear from the work what 40 represents and why division by 40 is part of the correct process. This response contains the correct solution, but the required work is incomplete.

GUIDE PAPER 5

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$\begin{array}{r} \times \frac{12}{20} \text{ quarts} \\ \hline 140 \end{array}$$

$$140 \div 4 = 35$$

$$35 \div 10 = 3 \text{ remainder } 5$$

Total teaspoons:

$$3 \frac{1}{2}$$

Answer

$$3 \frac{1}{2}$$

teaspoons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. A calculation error occurs when computing the total amount of water in all tanks ($12 \times 20 \neq 140$). The rest of the work converting to gallons and determining the total number of teaspoons of water conditioner is performed correctly. This response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 6

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

$$\begin{array}{r} 12 \\ \times 20 \\ \hline 240 \end{array}$$

$$\begin{array}{r} \cancel{\times} \ 5 \\ 4 \overline{) 20} \\ -20 \\ \hline 00 \end{array}$$

$$\begin{array}{r} \cancel{\times} \ 24 \\ 10 \overline{) 240} \\ -20 \\ \hline 40 \\ -40 \\ \hline 00 \end{array}$$

Answer 24 teaspoons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The total amount of water in all tanks, in quarts, is correctly calculated; however, the obtained answer is not converted to gallons, prior to dividing by 10, resulting in an incorrect solution. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

A handwritten multiplication problem is shown within a rectangular frame. The problem is 12×20 . A horizontal line separates the factors from the product. Below the product, another horizontal line is drawn through the digits 1, 1, 0, and 0, with a small arrow pointing to the right, indicating the final answer.

Kallie will use a
total of 240
teaspoons of
water
conditioner for
all the water in
the 12 tanks

Answer

teaspoons

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 total amount of water in all tanks, in quarts, is correctly calculated; however, the answer is incorrectly interpreted as the total number of teaspoons. Holistically, the work shows no overall understanding.

GUIDE PAPER 8

Additional

39

Kallie works at a pet store. Part of her job is to add the correct amount of water conditioner to each fish tank. The list below provides information about the number of fish tanks and the amount of water conditioner she uses.

- There are 12 fish tanks that need water conditioner.
- Each fish tank is filled with 20 quarts of water.
- For every 10 gallons of water, Kallie uses 1 teaspoon of water conditioner.

What is the total number of teaspoons of water conditioner Kallie will use for all the water in the 12 fish tanks?

Show your work.

Need water
conditioner.

||||| | | | | | |

Each fish tank

← 10 gallons
of water

1 teaspoon
of water condi-
ner.

20 quarts
of water

$$\begin{array}{r} 20 \\ 12 \\ + 10 \\ \hline 43 \end{array}$$

Answer 43 teaspoons

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 solution is obtained using an incorrect procedure. The work and solution are incorrect.

EXEMPLARY RESPONSE

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

$$\frac{1}{8} \div 3 = \frac{1}{8} \times \frac{1}{3} = \frac{1}{24} \text{ unit}$$

or

$$\frac{1}{8} \times \frac{3}{3} = \frac{3}{24}$$

$$\frac{1}{24} + \frac{1}{24} + \frac{1}{24} = \frac{3}{24}$$

So, each side is $\frac{1}{24}$ unit.

or other valid process

Answer

$$\frac{1}{24} \text{ unit(s)}$$

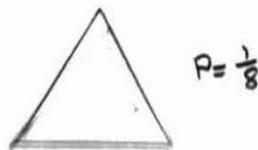
GUIDE PAPER 1

Additional

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.


$$P = \frac{1}{8}$$

sides in a triangle

$$\frac{1}{8} \div \frac{3}{1}$$
$$\frac{1}{8} \times \frac{1}{3}$$
$$\left(\frac{1}{24}\right) \text{ unit}$$

check

$$\frac{1}{24} \times 3$$
$$\frac{3}{24} \text{ or } \frac{1}{8}$$

Answer $\frac{1}{24}$ unit(s)

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The length of each side of the triangle is correctly determined using sound procedures. This response is complete and correct.

GUIDE PAPER 2

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

$$\frac{1}{24} + \frac{1}{24} + \frac{1}{24} = \frac{3}{24} = \frac{1}{8}$$

3 sides of triangle
1/24 = 1 side

Answer

1/24

unit(s)

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The length of each side of the triangle is correctly determined using addition and calculating an equivalent fraction. This response is complete and correct.

GUIDE PAPER 3

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

A handwritten calculation is shown inside a rectangular frame. On the left, there is a fraction $\frac{1}{8}$. To its right is a multiplication sign (\times). Next to the multiplication sign is another fraction $\frac{1}{3}$, with a horizontal line drawn through its numerator and denominator. To the right of this is an equals sign (=). Following the equals sign is the result $\frac{1}{24}$. To the right of the result is a small drawing of an equilateral triangle.

Answer

$$\frac{1}{24}$$

unit(s)

Score Point 2 (out of 2 points)

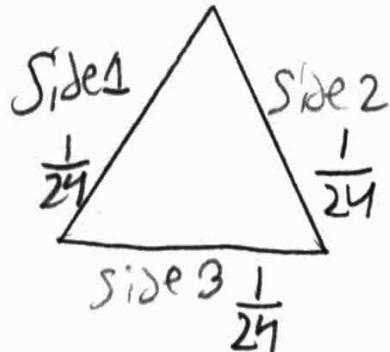
This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The length of each side of the triangle is correctly determined by computing $\frac{1}{3}$ of the perimeter. The work is sufficient to show a thorough understanding.

GUIDE PAPER 4

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.



$$\frac{1}{8} \div 3 = \frac{1}{24}$$

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{1}{24}$$

$$\frac{1}{8} \times \frac{1}{3} = \frac{1}{24}$$

$$8+8=16$$

$$16+8=24$$

Answer

$\frac{1}{24}$

unit(s)

Score Point 1 (out of 2 points)

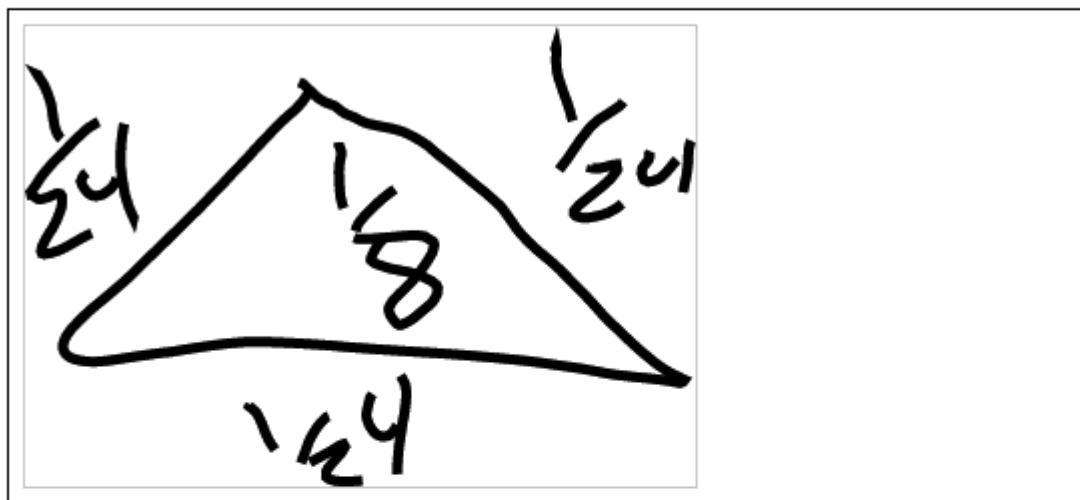
This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. Although the length of each side of the triangle is correctly determined and a correct process is shown using division and multiplication, an incorrect equation is provided to obtain the correct solution ($\frac{1}{8} + \frac{1}{8} + \frac{1}{8} \neq \frac{1}{24}$). This response correctly addresses only some elements of the task.

GUIDE PAPER 5

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.



Answer

$$\frac{1}{24}$$

unit(s)

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. Although the length of each side of the triangle is correctly identified on the drawing, it is not clear from the work how the solution is obtained. This response contains the correct solution, but the required work is incomplete.

GUIDE PAPER 6

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

$$\frac{1}{8} \div \frac{4}{1} = ?$$

$$\frac{1}{8} \times \frac{1}{4} = \frac{1}{32}$$

Answer unit(s)

$\frac{1}{32}$

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The work describes a correct process to determine the length of each side of a square instead of the equilateral triangle and shows understanding of how to determine each side of a regular polygon. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.

$\frac{1}{8}$ unit, the length of the triangle is

$$\frac{1}{8} \div 3 = 6$$



Answer

The Answer to
the problem is 6
because $\frac{1}{8} \div 3$
= 6 so in units
its $\frac{1}{6}$

unit(s)

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. Although dividing $\frac{1}{8}$ by 3 is part of the correct process, the division is carried out incorrectly and the rest of the work together with the drawing is incorrect and shows no overall understanding.

GUIDE PAPER 8

Additional

40

The perimeter of an equilateral triangle is $\frac{1}{8}$ unit. What is the length, in units, of each side of the triangle?

Show your work.



Answer $\frac{1}{24}$ unit(s)

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. Although the correct solution is provided, the side of the triangle is incorrectly identified as $\frac{1}{8}$ and the work does not support the obtained solution.

EXEMPLARY RESPONSE

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

The value of the digit 4 to the left of the decimal point is four ones or 4. The value of the digit 4 to the right of the decimal point is four tenths or 0.4.

$4 > 0.4$ because 4 is a whole number and 0.4 is part of a whole number.

or

The value of the digit 4 to the left of the decimal point is ten times greater than the value of the digit 4 to the right of the decimal point because

$$4 = 0.4 \times 10$$

or other valid explanation

GUIDE PAPER 1

Additional

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

$$.4 = \frac{4}{10}$$

$$4 > \frac{4}{10}$$

$$4 > .4$$

4 is 10 times greater than .4 or $\frac{4}{10}$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The values of the digit 4 on both sides of the decimal point are correctly identified. A correct comparison of values is provided. The explanation is complete and correct.

GUIDE PAPER 2

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

In the number 714.438 the value of the digit 4 to the left of the decimal point is 10 times the value of the 4 to the right of the decimal point.

$$.4 \times 10 = 4$$

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The values of the digit 4 on both sides of the decimal point are correctly compared. A correct equation is provided to explain how the two values of the digit 4 compare. The explanation is complete and correct.

GUIDE PAPER 3

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

The four on the left side is a whole number
on the other hand, the four on the right side is
part of the whole number, one, since the decimal is
only a part the 0.4 is less than 1.0
whole D. Decimals
numbers P.
714|.438
(Parts of
a whole
Number)

4.0 \square 0.4

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The values of the digit 4 on both sides of the decimal point are correctly compared and a correct explanation in terms of the whole and part of the whole is provided to support the comparison. The explanation is complete and correct.

GUIDE PAPER 4

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

The value of 4 in the digit to the left of the decimal point compares to the 4 to the right of the decimal point because the 4 to the left of the decimal point is ten times greater than the 4 on the right of the decimal point.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The values of the digit 4 are correctly compared; however, the explanation is incomplete: the two values of the digit 4 are not identified or explained, and it is not clear why the comparison is true. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

the four to the left of the decimal point is greater than the four to the right side of the decimal.

4. > .4

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The two values of the digit 4 are correctly compared; however, these values are not explained, and it is not clear why the comparison is correct. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

the 4 on the right of the decimal is 4 tenths. the 4 one the left of the decimal is 4 ones.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The two values of the digit 4 are correctly identified; however, the comparison is not provided. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

The 4 in the left is in the one place and the other one is on the tenths place

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. Although the place holder description of the digit 4 on both sides of the decimal point is correct, this, by itself, is insufficient to identify or explain the two values of the digit 4. The comparison is not provided. Holistically, the explanation is insufficient to show any understanding.

GUIDE PAPER 8

Additional

41

In the number 714.438, how does the value of the digit 4 to the left of the decimal point compare to the value of the digit 4 to the right of the decimal point?

Explain your answer.

4=right side > 4=left side

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 comparison is provided. The explanation shows no understanding.

EXEMPLARY RESPONSE

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$2.85 \times 5 = \$14.25$$

$$1.79 \times 3 = \$5.37$$

$$14.25 + 5.37 = \$19.62$$

$$20.00 - 19.62 = \$0.38 \text{ in change}$$

or other valid process

Answer \$ 0.38

GUIDE PAPER 1

Additional

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$2.85 \times 5 = 14.25$$

$$1.79 \times 3 = 5.37$$

$$5.37 + 14.25 = 19.62$$

$$20.00 - 19.62 = 0.38$$

Answer

\$ 0.38

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The cost of supplies is correctly calculated and subtracted from the paid amount to determine the change. This response is complete and correct.

GUIDE PAPER 2

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$\begin{array}{r} 2.85 \\ + 2.85 \\ \hline 5.70 \end{array}$$
$$\begin{array}{r} 1.79 \\ + 1.79 \\ \hline 3.58 \end{array}$$
$$\begin{array}{r} 14.25 \\ + 5.37 \\ \hline 19.62 \end{array}$$
$$\begin{array}{r} 180.00 \\ - 19.62 \\ \hline 00.38 \end{array}$$

Answer \$0.38

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. Repeated addition is correctly used to determine the costs of notebooks and pens. The amount of change is correctly determined by subtracting the cost of supplies from the paid amount. This response is complete and correct.

GUIDE PAPER 3

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$\begin{array}{r} \$2.85 \\ \times \quad 5 \\ \hline \$14.25 \end{array}$$

notebooks in total

$$\begin{array}{r} 1 \\ 5.37 \\ + 14.25 \\ \hline 19.62 \end{array}$$

$$\begin{array}{r} \$1.79 \\ \times \quad 3 \\ \hline \$5.37 \end{array}$$

pens in total

She will get 38 cents.

$$\begin{array}{r} 19.90 \\ - 19.62 \\ \hline 0.28 \end{array}$$

Answer \$ 38

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The cost of supplies is correctly calculated and subtracted from the paid amount to determine the change. The answer in the answer line is taken to be in cents as it is clearly indicated to be in cents in the work. The symbol written by the number 38 when subtracting is understood to represent cents.

GUIDE PAPER 4

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each |||||
- pen: \$1.79 each |||

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

The handwritten work shows the following steps:

- Subtracting 5 notebooks (\$2.85 each) from \$20.00:
 - Start with 20.00 .
 - Subtract 2.85 once: 17.15 .
 - Subtract 2.85 again: 14.30 .
 - Subtract 2.85 again: 11.45 .
 - Subtract 2.85 again: 8.60 .
 - Subtract 2.85 again: 5.75 .
- Subtracting 3 pens (\$1.79 each) from \$5.75:
 - Start with 5.75 .
 - Subtract 1.79 once: 3.96 .
 - Subtract 1.79 again: 2.17 .
 - Subtract 1.79 again: 0.37 .

Answer \$ 0.37

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. Repeated subtraction is used to determine the amount of change and the cost of notebooks is correctly subtracted; however, a calculation error occurs when subtracting the cost of the first pen ($5.75 - 1.79 \neq 3.95$), resulting in an incorrect solution. This response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 5

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

so i did $2.85 \times 5 = 14.25$ then i did $1.79 \times 3 = 5.37$ then i did
 $14.25 + 5.37 = 19.62 - 20.00 = .38$ cents

Answer \$ 38cents

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The costs of notebooks and pens are correctly calculated and added to determine the cost of supplies; however, the subtraction is written in an incorrect order when computing the change and the work contains incorrect units by 0.38. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

i added 2.85×5 gave me 14.25 and pen cost is 1.79×3 equal 1962 and the chage was 308 cents

Answer

\$ 38cents

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The cost of notebooks, in dollars, is correctly determined. The cost of supplies is understood to be calculated in cents. Although the correct solution, in cents, is provided in the answer box, an incorrect amount of change is stated in the work and the actual subtraction is not shown. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$\begin{aligned}20 - (2.85 \times 5) + (1.79 \times 3) \\20 - (4.25 + 5.37) \\20 - 9.26 = 10.38 \text{ dollars in change}\end{aligned}$$

Answer

\$ 10.38

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. Although parentheses are correctly used around the sum in the second expression, they are omitted in the first expression. The work contains three different calculation errors when determining the solution: the cost of notebooks (4.25), the total cost of supplies (9.26) and the amount of change are calculated incorrectly. Holistically, this response is insufficient to show even a limited understanding.

GUIDE PAPER 8

Additional

42

Maddy buys 5 notebooks and 3 pens. The price of each item is listed below.

- notebook: \$2.85 each
- pen: \$1.79 each

Maddy pays for the notebooks and pens with a \$20.00 bill. How much change will Maddy receive?

Show your work.

$$\begin{array}{r} 2.85 \\ + 1.79 \\ \hline 4.64 \end{array}$$

Answer \$ 4.64

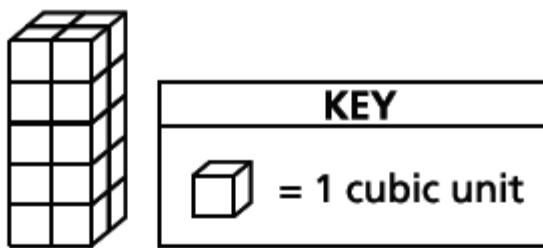
Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The cost of one notebook and one pen is calculated. The quantities of supplies and the amount of change are not addressed. The work shows no overall understanding of the task.

EXEMPLARY RESPONSE

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$V = 2 \times 2 \times 5 = 20 \text{ cubic units}$$

$$\text{Total volume} = 20 \times 4 = 80 \text{ cubic units}$$

or other valid process

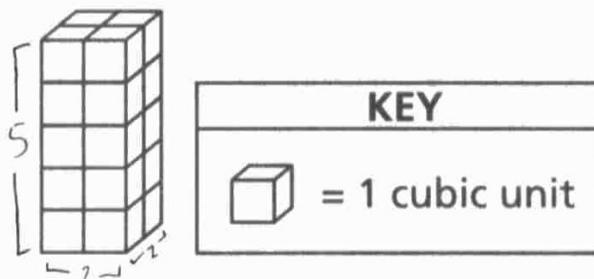
Answer 80 cubic units

GUIDE PAPER 1

Additional

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



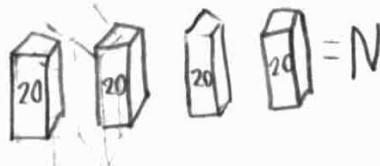
What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$V = L \times W \times H$$
$$\downarrow \quad \downarrow \quad \downarrow$$
$$2 \times 2 \times 5$$

I know
 $V = 2 \times 2 \times 5$
4 towers

$$2 \times 2 = 4$$
$$4 \times 5 = 20$$
$$\begin{array}{r} 20 \\ \times 4 \\ \hline 80 \end{array}$$



Answer 80 cubic units

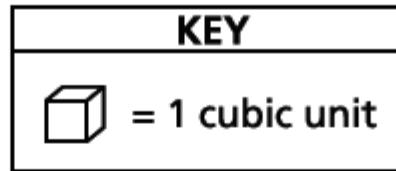
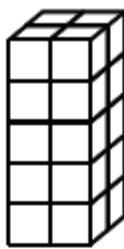
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The volume of one tower is correctly calculated and multiplied by 4 to determine the total volume of all towers. This response is complete and correct.

GUIDE PAPER 2

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$\begin{aligned} L \times W \times h \\ 5 \times 2 \times 2 \end{aligned}$$

$$5 \times 2 = 10$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 20 \\ + 20 \\ \hline 40 \\ 80 \\ + ?0 \\ \hline 20 \end{array}$$

Answer

80

cubic units

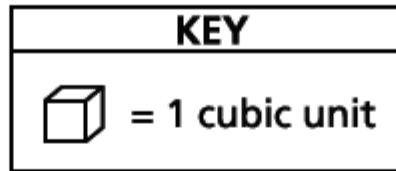
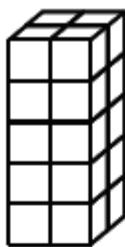
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The volume of one tower is correctly calculated and repeated addition is correctly used to determine the total volume of all towers. This response is complete and correct.

GUIDE PAPER 3

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$10 + 10 = 20$$

$$20 + 20 + 20 + 20 = 80$$

Answer

80

cubic units

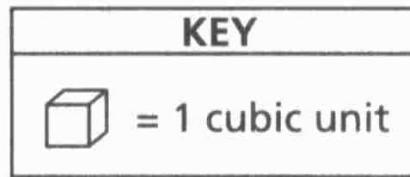
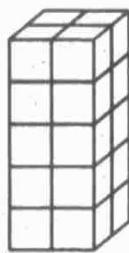
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The volume of one tower is correctly calculated by adding the number of blocks in the front and back of the tower. The total volume of all towers is correctly determined using repeated addition. The work is sufficient to show a thorough understanding.

GUIDE PAPER 4

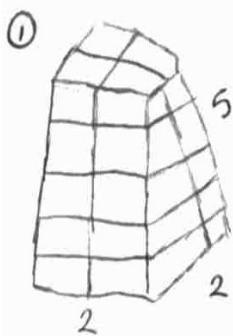
43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.

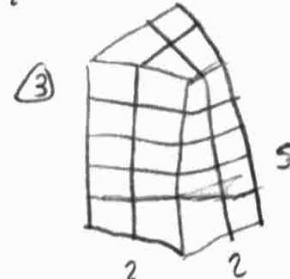
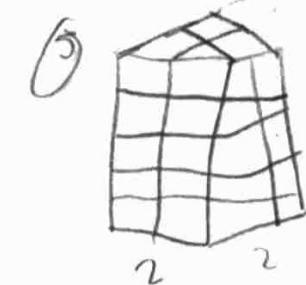
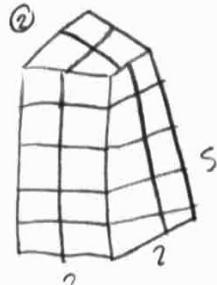


What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.



$$2 \times 2 \times 5$$



Answer 100 cubic units

$$\begin{aligned}2 \times 2 \times 5 &= 20 \\2 \times 2 + 5 &= 20 \\2 + 2 \times 5 &= 20 \\2 + 2 + 5 &= 20 \\2 \times 2 \times 5 &= \frac{20}{100}\end{aligned}$$

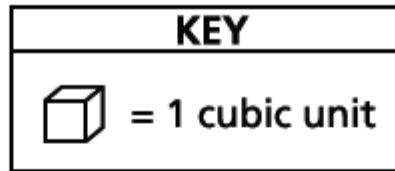
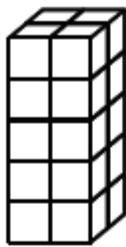
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The volume of one tower is correctly calculated; however, the volume of one extra tower is inappropriately added when determining the total volume of all towers. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

20
x 4
—
80

Answer

80

cubic units

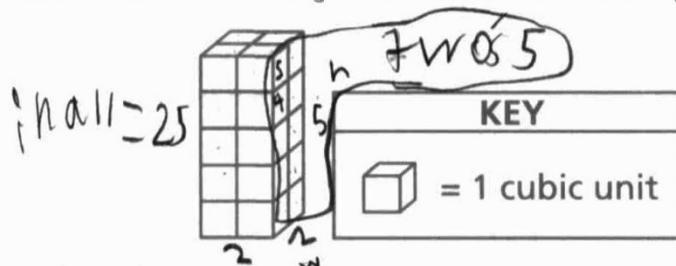
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. Although the total volume of all towers is correctly determined, it is not clear from the work how the volume of one tower is calculated. This response contains the correct solution, but the required work is incomplete.

GUIDE PAPER 6

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$\begin{aligned} & L \times W \times h \\ & 2 \times 2 \times 5 \end{aligned}$$

$$\begin{aligned} & 5 \times 2 = 10 \times 2 = 20 \\ & \text{but height is} \\ & 25 \text{ so } 20 \\ & \times \text{ the others} \\ & = 25. \end{aligned}$$

Answer 25 cubic units

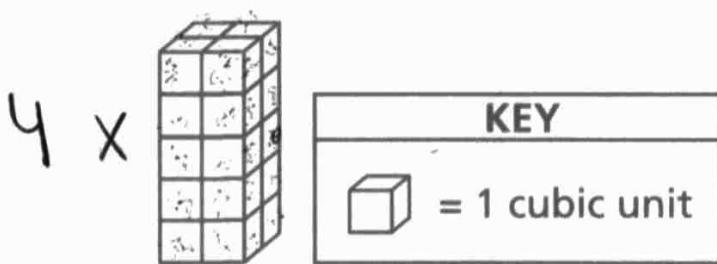
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The volume of one tower is correctly calculated; however, an incorrect solution is provided for the total volume of all towers and it is not clear how it is obtained. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$\begin{array}{r} 1 \\ 44 \\ 44 \\ 44 \\ + 44 \\ \hline 176 \end{array}$$

Answer _____

176 cubic units

Score Point 0 (out of 2 points)

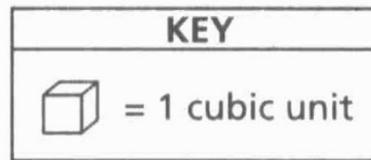
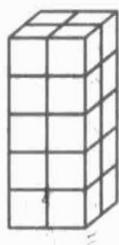
This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The volume of one tower is incorrectly calculated, and it is not clear from the work how this incorrect volume is obtained. Although the calculated volume is correctly added four times, holistically, the work is insufficient to show any understanding.

GUIDE PAPER 8

Additional

43

Colin built 4 identical towers using unit cubes. One of the towers is pictured below.



What is the total volume, in cubic units, of the 4 towers Colin built?

Show your work.

$$5 \times 2 = 10$$

Answer

10 cubic units

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 is used to determine the volume of the tower. The total volume of all towers is not addressed. The work shows no overall understanding.

EXEMPLARY RESPONSE

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$3\frac{1}{2} = \frac{7}{2} = \frac{28}{8}$$

$$\frac{3}{4} = \frac{6}{8}$$

$$1\frac{1}{8} + \frac{3}{4} = \frac{9}{8} + \frac{6}{8} = \frac{15}{8} \text{ miles} = 1\frac{7}{8} \text{ miles}$$

$$3\frac{1}{2} - \frac{15}{8} = \frac{28}{8} - \frac{15}{8} = \frac{13}{8} = 1\frac{5}{8} \text{ miles}$$

or

$$\begin{aligned} 3\frac{1}{2} - (1\frac{1}{8} + \frac{3}{4}) &= \frac{28}{8} - \frac{9}{8} - \frac{6}{8} \\ &= \frac{13}{8} = 1\frac{5}{8} \text{ miles} \end{aligned}$$

or other valid process

Answer $1\frac{5}{8}$ or $1\frac{13}{8}$ miles

GUIDE PAPER 1

Additional

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$1\frac{1}{8} + \frac{3}{4}$$

$$\frac{9}{8} + \frac{3}{4}$$

$$\frac{9}{8} + \frac{6}{8} = \frac{15}{8} = 1\frac{7}{8}$$

$$3\frac{1}{2} - 1\frac{7}{8}$$

$$3\frac{4}{8} - 1\frac{7}{8}$$

$$\frac{28}{8} - \frac{15}{8} = \frac{13}{8} = 1\frac{5}{8}$$

$$1\frac{5}{8} \text{ miles}$$

Answer $1\frac{5}{8}$ miles

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The two distances that Sam walks are correctly added, and the remaining distance that needs to be walked to reach the goal is correctly determined using sound procedures. This response is complete and correct.

GUIDE PAPER 2

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$3\frac{1}{2} - 1\frac{1}{8} = 2\frac{3}{8}$$

$$2\frac{3}{8} - \frac{3}{4} = \frac{13}{8} \text{ or } 1\frac{5}{8}$$

$$2\frac{3}{8} = \frac{19}{8}$$

$$\frac{3}{4} = \frac{6}{8}$$

Answer

$1\frac{5}{8}$

miles

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The two distances that Sam walks are correctly subtracted from his goal to determine the solution. This response is complete and correct.

GUIDE PAPER 3

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$\begin{aligned}1\frac{1}{8} + \frac{3}{4} &= 1\frac{7}{8} \\3\frac{1}{2} - 1\frac{7}{8} &= 1\frac{5}{8}\end{aligned}$$

Answer

$$1\frac{5}{8}$$

miles

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The two distances that Sam walks are correctly added, and the obtained answer is correctly subtracted from his goal to determine the solution. This response is sufficient to show a thorough understanding.

GUIDE PAPER 4

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$\begin{array}{r} 3 \times 2 = 6 \\ 4 \times 2 = 8 \\ \hline 2 \end{array} \quad 4 \textcircled{8}$$

$$\begin{array}{r} 1 \times 1 = 1 \\ 1 \times 4 = 4 \\ \hline 2 \times 4 = 8 \\ \hline 1 \quad 4 \end{array} \quad 6 \textcircled{8}$$

$\frac{1}{4} + 1\frac{1}{8} = 1\frac{7}{8}$

$$- 1\frac{7}{8} - 3\frac{4}{8} = \underline{\underline{(\frac{5}{8})}}$$

Answer

$$\underline{\underline{1\frac{5}{8}}}$$
 miles

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The two distances that Sam walks are correctly added, and the correct solution is provided; however, the subtraction is written in an incorrect order when determining the remaining distance that needs to be walked. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$3\frac{1}{2} - \left(\frac{1}{8} + \frac{3}{4} \right)$$

$$\frac{1}{8} = \frac{2}{16}$$
$$\frac{1}{2} = \frac{8}{16}$$

$$1\frac{2}{16} + \frac{3}{4} = 1\frac{5}{4} = 2\frac{1}{4}$$

$$3\frac{1}{2} - 2\frac{1}{4}$$

$$3\frac{2}{4} - 2\frac{1}{4} = 1\frac{1}{4}$$

Answer

$$1\frac{1}{4}$$
 miles

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. A correct expression is written to determine the remaining distance that needs to be walked; however, the fraction $\frac{1}{8}$ is incorrectly converted to $\frac{2}{4}$ when adding the two numbers inside the parentheses. The rest of the work to determine the remaining distance is correct. This response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 6

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$\begin{array}{rcl} 1\frac{1}{8} & = & 1\frac{1}{8} \\ & + & \\ \frac{3}{4} & = & \frac{6}{8} \\ & & 1\frac{7}{8} \end{array}$$

Answer

$$1\frac{7}{8}$$

miles

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts and procedures in the task. The two distances that Sam walks are correctly added; however, the remaining distance that needs to be walked to reach the goal is not calculated. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$1\frac{1}{8} + \frac{3}{4} = 1\frac{4}{12} - 3\frac{1}{2} = 1\frac{7}{12}$$

Answer

$$1\frac{7}{12}$$

miles

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. Although addition and subtraction operations are shown, addition is performed incorrectly with numerators and denominators inappropriately added, and the subtraction is written in an incorrect order, and is incorrectly carried out. Holistically, this response shows no overall understanding of the task.

GUIDE PAPER 8

Additional

44

Sam has a goal of walking $3\frac{1}{2}$ miles by the end of the day. He walks $1\frac{1}{8}$ miles before lunch and $\frac{3}{4}$ mile after resting. What is the remaining distance, in miles, that Sam needs to walk to reach his goal?

Show your work.

$$1\frac{1}{8} + \frac{3}{4} = 2\frac{4}{12}$$

Answer _____ miles

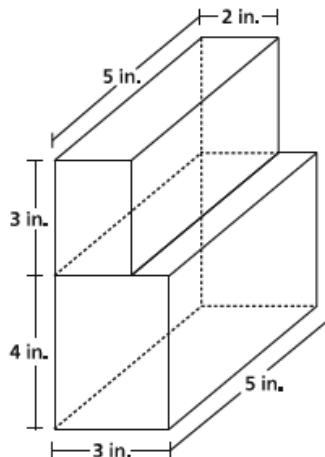
Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The two distances that Sam walks are added incorrectly and the remaining distance that needs to be walked to reach the goal is not addressed.

EXEMPLARY RESPONSE

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

First, I determine the volume of the top prism. Then, I determine the volume of the bottom prism. Finally, I add the products to determine the combined volume.

$$5 \times 2 \times 3 = 30 \text{ cubic inches}$$

$$5 \times 3 \times 4 = 60 \text{ cubic inches}$$

$$30 + 60 = 90 \text{ cubic inches}$$

or other valid explanation

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$5 \times 2 \times 4 = 40 \text{ cubic inches}$$

$$40 - 30 = 10 \text{ cubic inches difference}$$

or

$$5 \times 2 \times 4 = 40 \text{ cubic inches}$$

$$40 + 60 = 100 \text{ cubic inches}$$

$$100 - 90 = 10 \text{ cubic inches difference}$$

or

$$4 - 3 = 1 \text{ inch difference in height between top prisms}$$

$$1 \times 2 \times 5 = 10 \text{ cubic inches difference in volume}$$

or other valid process

Answer 10 cubic inches

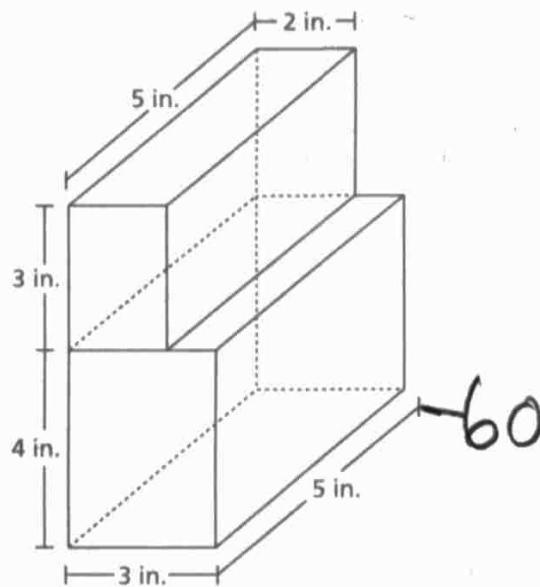
GUIDE PAPER 1

Additional

45

A diagram of two rectangular prisms is shown below.

LXWXH



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

the total volume combined
is 90 because in the bottom
I did $3 \times 5 \times 4 = 60$ The IN

$$\text{top } 2 \times 5 \times 3 = 30 = 30 + 60 = 90$$

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

60

$$\begin{array}{r} 60 \\ + 40 \\ \hline 100 \end{array} \qquad \begin{array}{r} 40 \\ - 30 \\ \hline 10 \end{array}$$

Answer

10 cubic inches

$$2 \times 5 \times 4 = 40$$

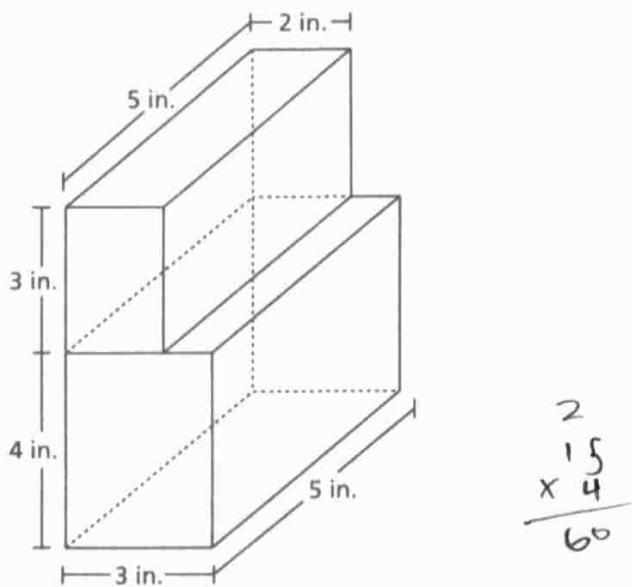
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The combined volume is correctly calculated, and a correct explanation of the process is provided. The difference in volume is correctly determined by subtracting the original prism volume from the new prism volume. This response is complete and correct.

GUIDE PAPER 2

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

First you do $3 \times 5 \times 4$, which is 60. Then you do $5 \times 2 \times 3$ which is 30. Lastly you do $60 + 30$ which is 90. 90 is your answer.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$5 \times 2 \times 4 = 40$$

$$60 + 40 = 100$$

Answer 10 cubic inches

$$\begin{array}{r} 160 \\ - 90 \\ \hline 70 \end{array}$$

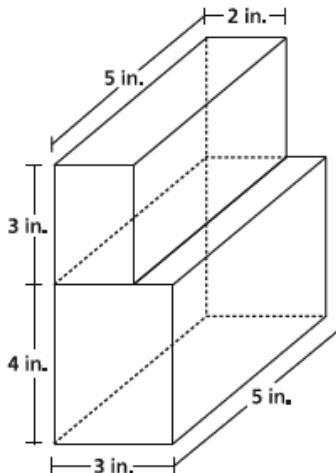
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The combined volume is correctly calculated, and a correct explanation of the process is provided. The difference in volume between the new and original prisms is correctly determined by comparing the new and original combined volumes. This response is complete and correct.

GUIDE PAPER 3

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

The process for determining the volume of the two prisms is finding the volume of the two prisms with the formula $l \times w \times h$ and add them together. Like $5 \times 2 \times 3 = 30$, $5 \times 3 \times 4 = 60$ and then adding 30 + 60 to get 90 the total volume of the two shapes.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$5 \times 2 \times 4 = 40$$

$$40 + 60 = 100$$

$$5 \times 3 \times 4 = 60$$

Answer

The answer would be 10 cubic inches more if the top prism was 4 inches taller instead of 3 inches tall.

cubic inches

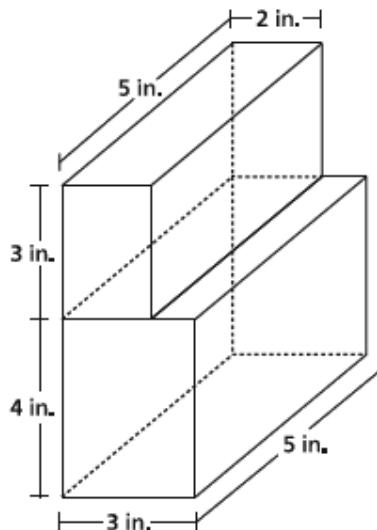
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts and procedures in the task. The combined volume is correctly calculated, and a correct explanation of the process is provided. The volumes of the new prism and the new combined figure are correctly determined and the correct difference in volume is provided as the solution. Although the last step of calculating the difference is not shown, the response contains sufficient work to demonstrate a thorough understanding.

GUIDE PAPER 4

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

1. separate the rectangle into 2 rectangles
2. next multiply $3 \times 4 \times 5$ for the first rectangle
3. then multiply $3 \times 2 \times 5$ for the 2nd rectangle
4. lastly add all the products up

the answer is 90 cu in

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$4 \times 3 \times 5 = 60$$
$$4 \times 2 \times 5 = 40$$

the differnece is
10 cubic inches.

Answer

cubic inches

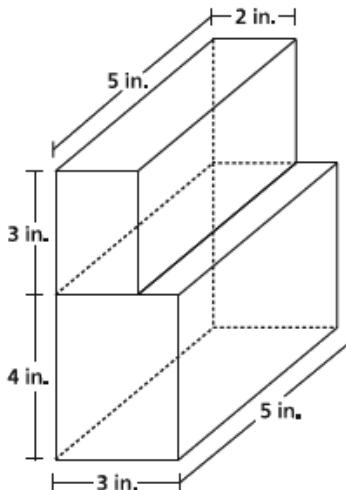
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts and procedures in the task. The original combined volume is correctly calculated, and a correct explanation of the process is provided. The volume of the new prism is correctly determined and the correct solution for the difference in volume is provided; however, it is not clear from the work which volumes are compared to arrive at the correct solution: the volumes of the original prism and the new combined figure are not calculated. This response appropriately addresses most but not all aspects of the task.

GUIDE PAPER 5

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

The formula to find the volume of a rectangular prism is $l \times w \times h$.
There are two rectangular prisms.
The formulas are: $3 \times 5 \times 2 = a$
And: $4 \times 3 \times 5 = b$
 $A = 30, B = 60$
Now I have to add A and B.
 $30 + 60 = 90$ cu in

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

Then the formulas would be: $4 \times 5 \times 2 = A$
And: $4 \times 3 \times 5 = B$
 $A = 40, B = 60$
Now I have to subtract B and A.
 $60 - 40 = 20$ cu in

Answer

20

cubic inches

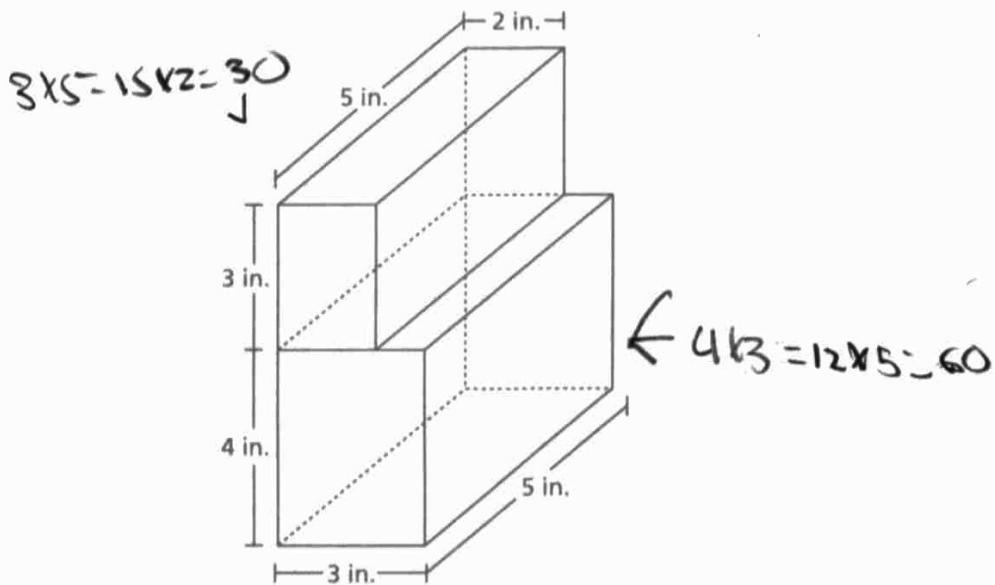
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts and procedures in the task. The original combined volume is correctly calculated, and a correct explanation of the process is provided. The volume of the new prism is correctly determined; however, it is compared with the volume of the bottom prism instead of the volume of the original top prism. This response reflects some minor misunderstanding of the task.

GUIDE PAPER 6

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

The bottom rectangle has a volume of 60 and that top was 30 when combined the total volume is 90.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

$$4 \times 5 = 20 \times 2 = 40$$

Show your work.

Answer 40 cubic inches

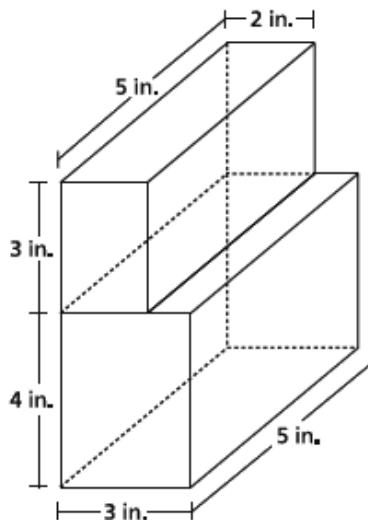
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts and procedures in the task. The original combined volume is correctly calculated, and a correct explanation of the process is provided. The volume of the new prism is correctly determined; however, the difference in volume is not calculated. This response appropriately addresses most but not all aspects of the task.

GUIDE PAPER 7

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

first you have to split the prisms apart then you do prism A you do prism A by doing length (5) time with(2) time hight (3)and you would get 30 so 30 would be the volume of prism A.Next you have to find out the volume of prism B you do that by doing length(5) times with(3) times hight(4) and you would get 60 so 60 would be the volume of prism B. last you add prism A and prism B together and you would get 90 so the combined volume of both prism A and B would be 90.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$5 \times 2 = 10$$
$$10 \times 3 = 30$$

$$5 \times 3 = 15$$
$$15 \times 4 = 60$$

$$30 + 60 = 90$$

Answer

90

cubic inches

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts and procedures in the task. The original combined volume is correctly calculated, and a correct explanation of the process is provided. The volume of the new prism and the difference in volume are not addressed. This response addresses some elements of the task correctly but is incomplete.

GUIDE PAPER 8

Additional

45

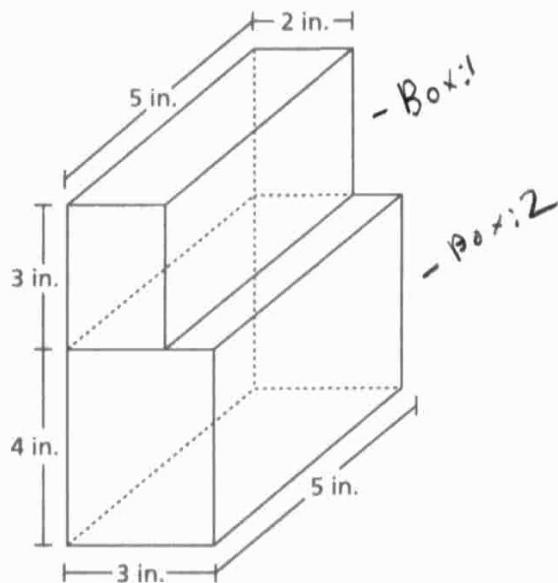
A diagram of two rectangular prisms is shown below.

$$\begin{array}{r} \text{Volume: } \\ \hline 3 \times 5 \times 2 = 30 \end{array}$$

\checkmark

$$15 \times 2 \quad \frac{x}{30}$$

$$\begin{array}{r} \text{Volume} \\ 4 \times 3 \times 5 = 60 \\ \checkmark 12 \times 5 \quad \frac{x}{\underline{60}} \end{array}$$



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

They are not combined because Volume 1 is 30 and Volume 2 is 60. So it is not combined.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

Answer 10 cubic inches

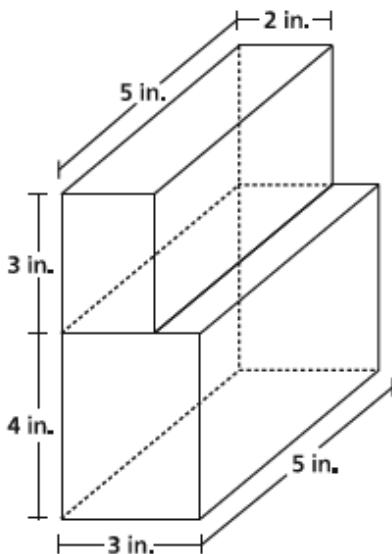
Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts and procedures in the task. The volumes of the original prisms and the new prism are correctly calculated; however, the combined volume and the difference in volume are not determined. This response addresses some elements of the task correctly but is incomplete.

GUIDE PAPER 9

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

$$4 \times 3 \times 5 = 100$$

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$3 \times 5 \times 2 = 30$$

Answer

130

cubic inches

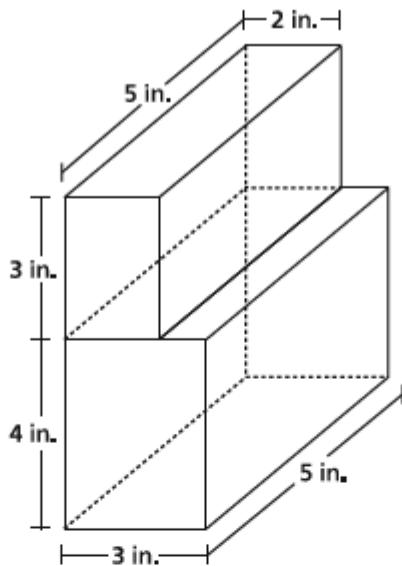
Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts and procedures in the task. A correct process is shown to calculate the volumes of the original top and bottom rectangular prisms; however, a calculation error occurs when determining the bottom prism volume. The obtained products are correctly added to determine the combined volume of the two prisms. The volume of the new prism and the difference in volume are not calculated. This response addresses some elements of the task correctly but reaches an inadequate solution and is incomplete. Per Scoring Policy #1, the work shown in other than a designated "Show your work" or "Explain" area should still be scored.

GUIDE PAPER 10

45

A diagram of two rectangular prisms is shown below.



Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

The first cube is 30 because 5 times 3 equals 15 times 3 equals 30.

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

$$4 \times 3 = 12 \times 5 = 60$$

Answer

60

cubic inches

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. Incorrect dimensions are used to calculate the volume of the top prism. It is not clear if the work is addressing the volume of the bottom prism or the new prism. The combined volume and the difference in volume are not addressed. Holistically, the work shows no overall understanding.

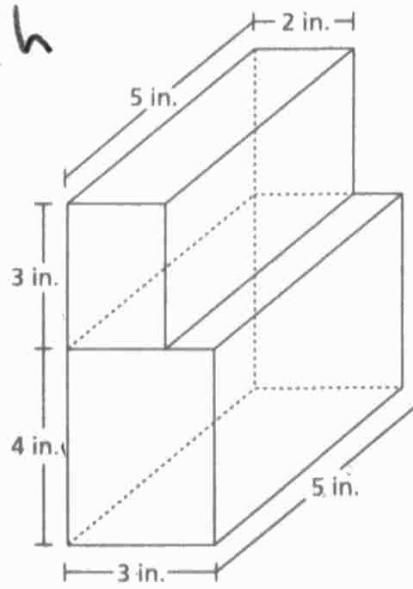
GUIDE PAPER 11

Additional

45

A diagram of two rectangular prisms is shown below.

$$V = l \times w \times h$$



$$\begin{array}{r} 2 \\ 360 \\ 360 \\ 360 \\ 360 \\ + 1440 \\ \hline 1800 \\ + 36 \\ \hline 18 \end{array}$$

Explain the process for determining the combined volume of the two prisms. Be sure to include the total volume in your answer.

Answer

The volume combined is $1,800^{\text{cubic in.}}$ I think and the bottom prism is $60^{\text{cubic in.}}$ and the top is 30 cubic inches

If the prism on top of the figure was 4 inches tall instead of 3 inches tall, what would be the difference between the volume of the original prism on top and the new prism on top?

Show your work.

The volume would change to 40 cubic inches

Answer 40 cubic inches

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 correct volumes of prisms are stated, the explanation of the process to determine the combined volume is incorrect, the calculated volumes are not supported with work or explanation and the difference in volume is not addressed.