



WISCONSIN DEPARTMENT OF
Public Instruction

Mathematics Item Sampler Grade 8





Answer the items below. A calculator **may not** be used to assist with calculations necessary to answer items in Session 1.

1. Which number is equivalent to $4^3 \cdot 4^{-1}$?

A. $\frac{1}{64}$

B. $\frac{1}{16}$

C. 16

D. 64

2. What is $1.4\overline{5}$ written as a fraction?

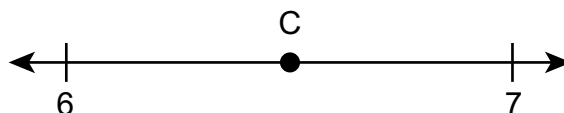
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3. Determine whether each expression is equal to 9.

	Equal to 9	Not Equal to 9
$3^4 \div 3^{-2}$		
$\frac{3 \cdot 3^5}{3^3}$		
$3^{-4} + 3^6$		
$\frac{3^5}{3} \cdot \frac{3^{-4}}{3^{-2}}$		

4. Point C is shown on the number line.



Which irrational number could be represented by point C?

- A. $\sqrt{6.5}$
- B. $\sqrt{13}$
- C. $\sqrt{43}$
- D. $\sqrt{50}$

STOP.





2. Linear function A can be represented by the equation $y = 3x - 4$. The table shows some of the values of linear function B.

Function B

x	-3	6	9
y	-7	5	9

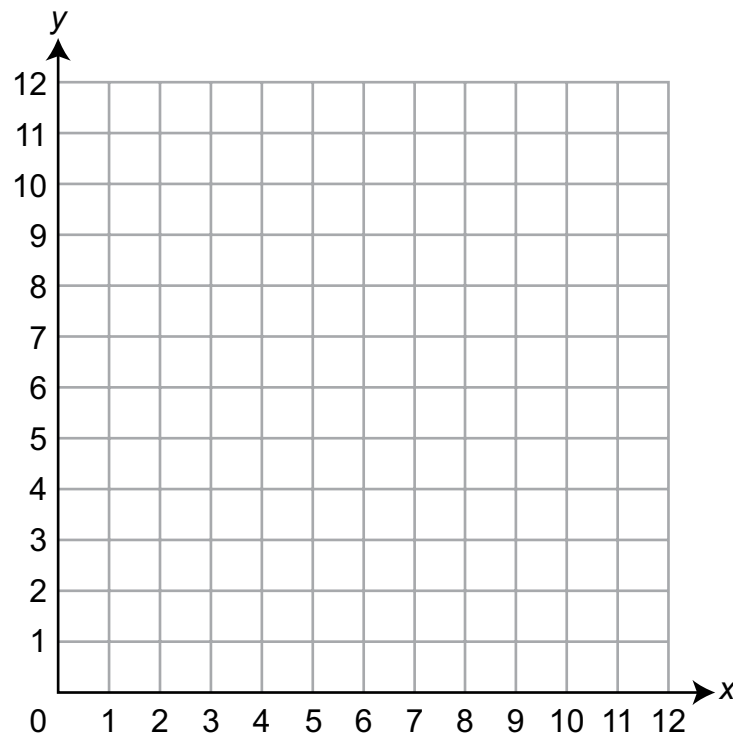
Which statement about the two functions is correct?

- A. The rate of change of function B is greater than the rate of change of function A;
the y -intercept of function B is greater than the y -intercept of function A.
- B. The rate of change of function B is greater than the rate of change of function A;
the y -intercept of function B is less than the y -intercept of function A.
- C. The rate of change of function B is less than the rate of change of function A;
the y -intercept of function B is greater than the y -intercept of function A.
- D. The rate of change of function B is less than the rate of change of function A;
the y -intercept of function B is less than the y -intercept of function A.

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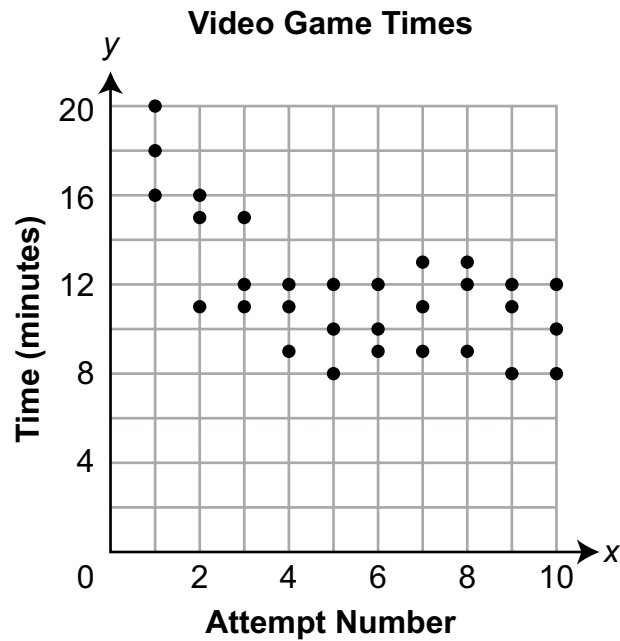
3. The coordinates of two opposite vertices of square PQRS are (2, 1) and (5, 4). Square PQRS is dilated by a scale factor of 2 to create square P'Q'R'S'. The dilation is centered at the origin. Plot the vertices of square P'Q'R'S' on the coordinate plane.



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4. Three players are attempting to beat a video game in the fastest time. The times for each of their first ten attempts are shown on the scatter plot.



Which statement about the scatter plot is correct?

- A. There is a negative, linear association on the scatter plot.
- B. There is a negative, nonlinear association on the scatter plot.
- C. There is a positive, linear association on the scatter plot.
- D. There is a positive, nonlinear association on the scatter plot.

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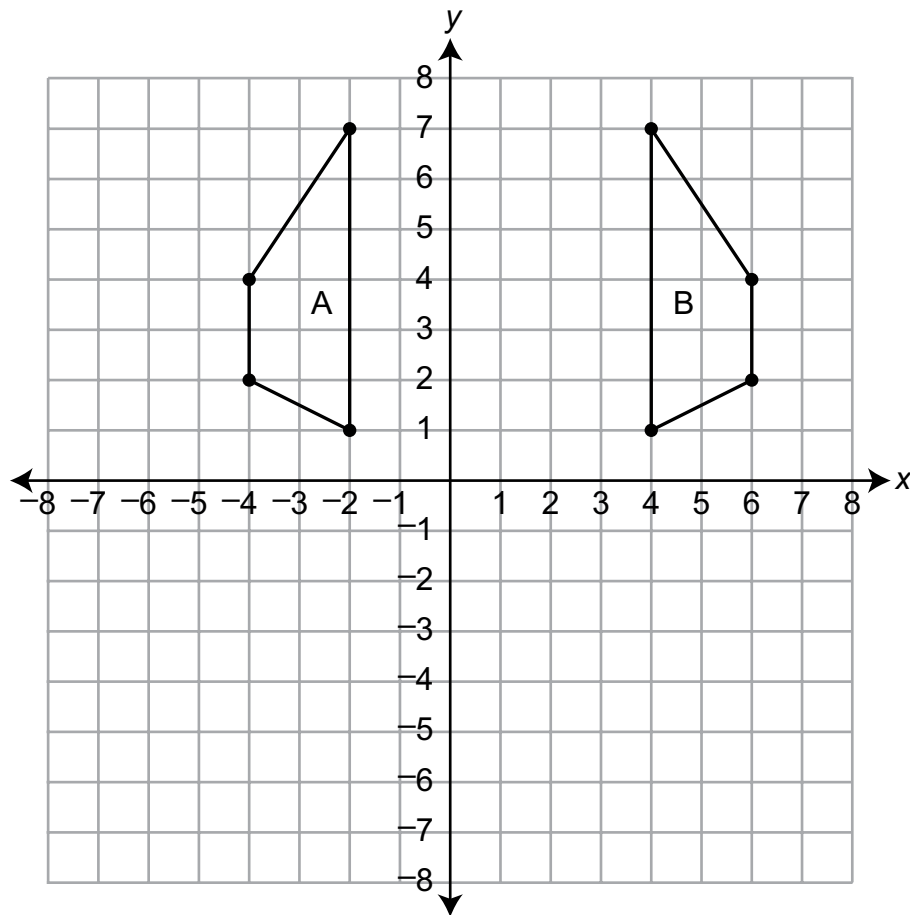


5. Ana is graphing function F on a coordinate plane. What is the maximum number of different output values of F for an input value of 2?

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6. Figure A and figure B are shown on the coordinate grid.



Which transformation could be used to map figure A onto figure B?

- A. a reflection over the line $x = 1$
- B. a reflection over the line $y = 1$
- C. a rotation of 180° about the origin
- D. a translation of 6 units to the right

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7. A hot-air balloon is fueled by propane gas. A pilot records her use of propane gas, y , in gallons, per minute, x , over several flights. She determines that the linear model that best represents her data is $y = 40 - \frac{2}{5}x$. What does the slope represent in the pilot's model?
- A. The hot-air balloon uses 2 gallons of propane gas every 5 minutes.
 - B. The hot-air balloon uses 5 gallons of propane gas every 2 minutes.
 - C. The hot-air balloon uses $\frac{2}{5}$ gallon of propane gas every 40 minutes.
 - D. The hot-air balloon uses $\frac{5}{2}$ gallons of propane gas every 40 minutes.

8. An equation is shown.

$$8 - 2(x + 10) = 4x - 6$$

What is the value of x ?

- A. -33
- B. -8
- C. -1
- D. 4

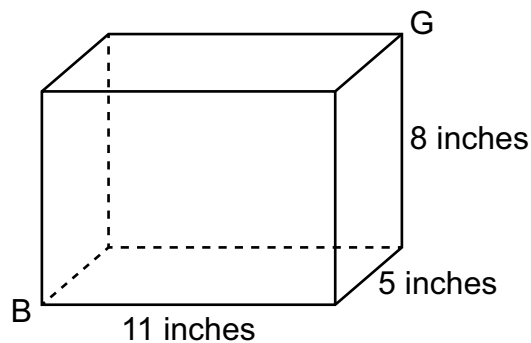
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9. A farmer is plowing her fields. She has already plowed 12 acres. After 4 hours she has plowed 36 acres. Which equation could the farmer use to find the number of acres, y , she will have plowed after x hours?

- A. $y = 6x + 12$
- B. $y = 9x + 12$
- C. $y = 12x + 6$
- D. $y = 12x + 9$

10. A rectangular prism is shown.



Rounded to the nearest tenth of an inch, what is the distance from vertex B to vertex G?

- A. 9.4
- B. 12.1
- C. 13.6
- D. 14.5

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11. A group of 7th graders and a group of 12th graders were asked whether they have a pet. Some of the results are shown in the two-way table.

	Have a Pet	Do Not Have a Pet	Total
7th Graders		108	
12th Graders	76		
Total		237	500

What percentage of the students questioned were 12th graders?

STOP.



STOP.

SUMMARY DATA

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1 (Non-Calculator)				
1	8.EE.1	C	1	<p>The question asks the student to determine an equivalent expression using the properties of exponents.</p> <p>A. Incorrect. The student multiplies the exponents.</p> <p>B. Incorrect. The student determines the sum of 3 and -1 as -2.</p> <p>C. Correct. The student adds the exponents to get 2 and calculates 4 to the power of 2.</p> <p>D. Incorrect. The student multiplies the exponents and determines the product of 3 and -1 as 3.</p>
2	8.NS.1	Exemplar: $\frac{131}{90}$	2	<p>The question asks the student to convert a decimal to a fraction.</p> <p>To receive full credit, the student must enter $\frac{131}{90}$ or an equivalent fraction.</p>
3	8.EE.1	See Annotations	1	<p>The question asks the student to determine equivalent expressions using the properties of exponents.</p> <p>To receive full credit, the student must choose the first three expressions as not equal to 9 and the last expression as equal to 9.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
4	8.NS.2	C	2	<p>The question asks the student to approximate the value of an irrational number using a number line.</p> <p>A. Incorrect. The student uses the approximate location of the point as the value under the square root.</p> <p>B. Incorrect. The student divides 13 by 2 instead of taking the square root.</p> <p>C. Correct. The student determines the square roots of 36 and 49 are 6 and 7 and uses a value in between.</p> <p>D. Incorrect. The student chooses an irrational number close to 7.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 2 (Calculator)				
1	8.EE.5	A	3	<p>The question asks the student to compare different rates of change.</p> <p>A. Correct. The student determines the rate of change as 3.67 using the equation.</p> <p>B. Incorrect. The student determines the rate of change as the y-value of the first ordered pair in the table.</p> <p>C. Incorrect. The student determines the rate of change as the greatest y-value of the graphed line.</p> <p>D. Incorrect. The student determines the rate of change as the y-value of the first ordered pair.</p>
2	8.F.2	C	2	<p>The question asks the student to compare the properties of two functions.</p> <p>A. Incorrect. The student determines the rate of change for function B as 12 by using the change between the first two y-values of the table.</p> <p>B. Incorrect. The student switches the slope and y-intercept values.</p> <p>C. Correct. The student determines the rate of change of function A as 3 and the y-intercept as -4. The student determines the rate of change of function B as $\frac{4}{3}$ and the y-intercept as -3.</p> <p>D. Incorrect. The student determines the y-intercept of function A as 4.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
3	8.G.3	See Annotations	2	<p>The question asks the student to dilate a square.</p> <p>To receive full credit, the student must plot points at (4, 2), (10, 2), (4, 8), and (10, 8).</p>
4	8.SP.1	B	1	<p>The question asks the student to determine the association of a scatter plot.</p> <p>A. Incorrect. The student switches the meanings of linear and nonlinear associations.</p> <p>B. Correct. The association is negative because the trend of the data is down and to the right. The association is nonlinear because the points are scattered.</p> <p>C. Incorrect. The student switches the meanings of positive and negative and linear and nonlinear associations.</p> <p>D. Incorrect. The student switches the meanings of positive and negative associations.</p>
5	8.F.1	Exemplar: 1	1	<p>The question asks the student to determine the number of possible outcomes of a function.</p> <p>To receive full credit, the student must enter 1 or an equivalent value.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
6	8.G.2	A	2	<p>The question asks the student to determine the transformation between two-dimensional figures.</p> <p>A. Correct. The student determines the figures are reflections of each other and the line $x = 1$ is centered between them.</p> <p>B. Incorrect. The student switches the x- and y-axes.</p> <p>C. Incorrect. The student thinks a rotation is required to have a resulting figure in a different quadrant.</p> <p>D. Incorrect. The student compares the vertices $(-2, 1)$ and $(4, 1)$ instead of the figures.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
7	8.SP.3	A	2	<p>The question asks the student to interpret the slope of a linear model.</p> <p>A. Correct. The student uses the defined variables for the slope as $\frac{\text{change in } y \text{ (gallons)}}{\text{change in } x \text{ (minutes)}}$.</p> <p>B. Incorrect. The student uses the defined variables for the slope as $\frac{\text{change in } x \text{ (minutes)}}{\text{change in } y \text{ (gallons)}}$.</p> <p>C. Incorrect. The student uses the slope as the number of gallons and the y-intercept as the number of minutes.</p> <p>D. Incorrect. The student uses the reciprocal of the slope as the number of gallons and the y-intercept as the number of minutes.</p>
8	8.EE.7b	C	2	<p>The question asks the student to solve the equation for x.</p> <p>A. Incorrect. The student subtracts 2 from 8 when simplifying the left side of the equation.</p> <p>B. Incorrect. The student subtracts 2 from 8 to get 6 and distributes 6 to x.</p> <p>C. Correct. The student distributes the -2, combines like terms, and solves the equation.</p> <p>D. Incorrect. The student does not distribute -2 to 10.</p>

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
9	8.F.4	A	2	<p>The question asks the student to write an equation for a situation.</p> <p>A. Correct. The student subtracts 12 from 36 to get 24 and divides 24 by 4 to get 6 as the rate of change.</p> <p>B. Incorrect. The student divides 36 by 4 to get 9 as the rate of change.</p> <p>C. Incorrect. The student switches the rate of change and y-intercept values in the equation.</p> <p>D. Incorrect. The student divides 36 by 4 to get 9 and switches the rate of change and y-intercept values in the equation.</p>
10	8.G.7	D	2	<p>The question asks the student to use the Pythagorean Theorem to determine the distance between two vertices.</p> <p>A. Incorrect. The student calculates the length of the diagonal of the right face.</p> <p>B. Incorrect. The student calculates the length of the diagonal of the bottom face.</p> <p>C. Incorrect. The student calculates the length of the diagonal of the front face.</p> <p>D. Correct. The student calculates the diagonal of the bottom face and uses it to calculate the distance between vertex B and vertex G.</p>
11	8.SP.4	Exemplar: 41	2	<p>The question asks the student to determine a relative frequency from a partially completed two-way table.</p> <p>To receive full credit, the student must enter 41 or an equivalent value.</p>