



Educator Guide to Student Readiness

AK STAR English Language Arts and Mathematics



2024

Table of Contents

Purpose of This Guide	5
Connection to the Standards	5
AK STAR Assessment Readiness	5
English Language Arts Item Types	8
Mathematics Item Types	12
Appendix A—Accessing Student Tutorial	16
Appendix B—Accessing Practice Tests	18
Appendix C—Answer Keys for AK STAR Practice Tests	22
ELA Grade 3 Practice Test Answer Key	23
ELA Grade 3 Practice Test Answer Key—TTS	28
ELA Grade 3 Constructed Response Test Answer Key	33
ELA Grade 4 Practice Test Answer Key	34
ELA Grade 4 Practice Test Answer Key—TTS	39
ELA Grade 4 Constructed Response Test Answer Key	44
ELA Grade 5 Practice Test Answer Key	45
ELA Grade 5 Practice Test Answer Key – TTS	50
ELA Grade 5 Constructed Response Test Answer Key	55
ELA Grade 6 Practice Test Answer Key	56
ELA Grade 6 Practice Test Answer Key – TTS	62
ELA Grade 6 Constructed Response Test Answer Key	67
ELA Grade 7 Practice Test Answer Key	68
ELA Grade 7 Practice Test Answer Key - TTS	73
ELA Grade 7 Constructed Response Test Answer Key	78
ELA Grade 8 Practice Test Answer Key	79
ELA Grade 8 Practice Test Answer Key – TTS	84

ELA Grade 8 Constructed Response Test Answer Key	89
ELA Grade 9 Practice Test Answer Key	90
ELA Grade 9 Practice Test Answer Key - TTS	96
ELA Grade 9 Constructed Response Test Answer Key	101
Math Grade 3 Practice Test Answer Key	102
Math Grade 3 Practice Test Answer Key—TTS	107
Math Grade 3 Constructed Response Test Answer Key	111
Math Grade 4 Practice Test Answer Key	112
Math Grade 4 Practice Test Answer Key—TTS	117
Math Grade 4 Constructed Response Test Answer Key	122
Math Grade 5 Practice Test Answer Key	123
Math Grade 5 Practice Test Answer Key – TTS	128
Math Grade 5 Constructed Response Test Answer Key	133
Math Grade 6 Practice Test Answer Key	134
Math Grade 6 Practice Test Answer Key – TTS	138
Math Grade 6 Constructed Response Test Answer Key	142
Math Grade 7 Practice Test Answer Key	144
Math Grade 7 Practice Test Answer Key – TTS	148
Math Grade 7 Constructed Response Test Answer Key	152
Math Grade 8 Practice Test Answer Key	154
Math Grade 8 Practice Test Answer Key – TTS	158
Math Grade 8 Constructed Response Test Answer Key	162
Math Grade 9 Practice Test Answer Key	163
Math Grade 9 Practice Test Answer Key - TTS	167
Math Grade 9 Constructed Response Test Answer Key	171
Appendix D—Constructed Response Scoring Rubrics	172
ELA Grades 3-5 Scoring Rubric	172

ELA Grades 6-8 Scoring Rubric	173
ELA Grade 9 Scoring Rubric	174
Mathematics Grade 3 Scoring Rubric	176
Mathematics Grade 4 Scoring Rubric	176
Mathematics Grade 5 Scoring Rubric	176
Mathematics Grade 6 Scoring Rubric	176
Mathematics Grade 7 Scoring Rubric	177
Mathematics Grade 8 Scoring Rubric	177
Mathematics Grade 9 Scoring Rubric	177

Purpose of This Guide

This Educator Guide to Student Readiness provides an overview of the resources created to help prepare students for the Alaska System of Academic Readiness or AK STAR. This guide is intended to help educators familiarize students with the format of the assessments using the Student Tutorial and Practice Test resources.

The Student Tutorial and Practice Tests are available to students, educators, families, and community members. DEED encourages everyone to use these tools to become familiar with the assessments.

Descriptions of the Student Tutorials and Practice Tests are presented in this guide. The items presented in this guide are for illustrative purposes and allow students to become comfortable with the NWEA State Solutions Secure Browser and presentation. They are not intended to reflect the length of an entire test, nor are they intended to predict student performance on AK STAR.

Connection to the Standards

AK STAR assessments measure the skills and concepts outlined in the Alaska English Language Arts and Mathematics Standards. These K–12 standards can be found on the [Alaska Department of Education & Early Development Standards webpage](#).

Although it is important to familiarize students with what they will experience on the AK STAR assessments, ensuring that students receive instruction in the ELA and math standards is key. These standards establish a strong foundation of knowledge and skills all students need for success after graduation. A solid curriculum and instruction based on evidence and best practices will provide a strong content background for students. AK STAR measures a student’s understanding of the standards.

AK STAR Assessment Readiness

The AK STAR student readiness resources are comprised of two components to support students learning the navigation within the test environment, the available tools, and the format of the assessment: Student Tutorial and Practice Tests.

Student Tutorial

The Student Tutorial is a narrated video that introduces the NWEA State Solutions Secure Browser. The tutorial uses narration and visual descriptions to explain the testing tools and navigation through the test engine.

Teachers are encouraged to use the tutorial as a whole-group introduction or to assign students to individually view the tutorial (with headphones).



Quick Guide: Accessing Student Tutorials is located in [Appendix A—Accessing Student Tutorial](#) in this guide and on the [AK STAR Student Readiness webpage](#). This short document provides step-by-step instructions and screenshots to guide users to the tutorial. Schools may print this quick guide and send it home with students or extract the pages and attach them to emails sent to families.

Practice Tests

The purpose of the AK STAR Practice Tests is to familiarize students with the NWEA State Solutions Secure Browser, and to give them an opportunity to practice with the tools and types of questions that will be on the AK STAR assessments.

The Practice Tests are designed to familiarize students with the item types and content that may appear on the AK STAR tests. Due to the adaptive nature of the AK STAR assessment’s growth component, students will encounter items that represent both on grade and off grade content. Students may have test questions that cover familiar concepts which will assess the skills and abilities they have mastered.

Students may also see questions that cover skills they have not yet been exposed to in order to assess the upper bounds of their knowledge. Some test questions will be repeated across grade levels.

The Practice Tests cover only a small amount of the content in the Alaska English Language Arts and Mathematics Standards and should not be used to inform instruction. An answer key for each Practice Test is available in [Appendix C—Answer Keys for AK STAR Practice Tests](#). Districts and educators are encouraged to have students log in to the Practice Tests via the NWEA State Solutions Secure Browser.

Students need multiple opportunities to access the Practice Tests so that they are familiar with using the tools and functions that are part of the AK STAR spring assessments. Students should practice on the same types of devices (e.g., computers, tablets) that they will use during the spring assessments.

Students should also take the assessment on the type of device that they are most familiar with using in the classroom.

Separate Constructed Response Practice Tests were created for teachers to guide students on how to respond to this item type. ELA grade-level rubrics are available in [Appendix D—Constructed Response Scoring Rubrics](#).



Quick Guide: Accessing Student Practice Tests is located in [Appendix B—Accessing Practice Tests](#) of this guide and on the [AK STAR Student Readiness webpage](#). This short document provides step-by-step instructions and screenshots to guide users to the Practice Tests. Schools may print this quick guide and send it home with students or extract the pages and attach them to emails sent to families.

Features and Skills to Review in the Practice Tests

Here are some examples of the types of features in the Practice Tests that teachers should review with students:

- Show how to navigate to the next question using the **Next** button.
- Model how to use the **Eliminator** tool to show how to cross-off answer options for various item types.
- Show students how to access the **Formula Reference Sheet** (grades 5–9).
- Show students how to use the scroll bar to see the entire passage (for ELA) and explain to students how they can look back at the passage on the left side of the screen when answering the questions on the right side of the screen.
- Practice moving the guideline on the screen as the student reads a passage.
- Practice using the scroll bar to see the entire item for items that extend beyond the screen.
- Show students how to access the calculators when available (grades 6–9).
- Use the rubrics in [Appendix D—Constructed Response Scoring Rubrics](#) to guide students on responding to constructed-response items.

The following lists show some of the tools and navigation controls available on the AK STAR.

Table 1: Available Tools and Necessary Navigation Skills

Tools:	Students must be able to read and use these buttons for navigation:
<ul style="list-style-type: none"> • Help (?) • Eliminator • Guideline • Highlighter • Sticky Note • Magnify • Drawing • Protractor (grades 4–5 only) • Ruler • Graph Paper 	<ul style="list-style-type: none"> • Next • Pause • Return to test • Log out

The following list shows some technology skills that students may need to use for the AK STAR.

Table 2: Keyboarding and Mouse or Touch Screen Skills

Keyboarding skills	Mouse or touch screen skills
<ul style="list-style-type: none"> • Type single word or numbered responses • Type paragraph response. 	<ul style="list-style-type: none"> • Click or touch to select an answer or multiple answers. • Click or touch to highlight a word or sentence. • Select an item from a drop-down menu. • Drag and drop a word, number, phrase, or image to sort, order, label, match, or complete model. • Move the line in a bar area to construct a bar graph.

For a complete list of tools and their descriptions, refer to the [Participation Guidelines for Alaska Students in State Assessments](#).

English Language Arts Item Types

Specific item types students may see are listed below.

Multiple-Choice Single-Select

This type of question lists four choices and asks students to select the correct answer. It is worth 1 point.

Why does Iris grin in paragraph 20?

- She enjoys making designs.
- She is proud of her creations.
- She has thought of a plan.
- She realizes the rain has stopped.

Multiple-Choice Multiple-Select

This type of question lists five or more choices and has two or more correct answers. Students will be told how many choices to select. Students must select all of the correct choices and none of the incorrect ones for their answers to be scored as correct. It is worth 1 point.

Which **three** things do volunteers learn by watching the training slide show?

- The types of foods that dogs eat
- The signs of worry in dogs
- Strategies for approaching dogs
- Ways to reward dogs
- The types of scents that dogs like

Table

This type of question asks students to sort information into groups. For each row, students select the column that correctly describes that row. It is worth 2 points, but students can earn partial credit of 1 point if they choose all but one of the correct answers.

How do the things Iris says show her character traits? Match each trait with the quote from the passage that **best** supports it. Each line only has one answer.

	Clever	Confident	Eager
"May I run over to Rodney's booth?" (paragraph 11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Not rich enough. Do you think we can make a trade?" (paragraph 23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"My tags have pizzazz. . . . Customers love them." (paragraph 27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Drop-Down

This type of question asks students to select answers from drop-down lists. Some questions contain one drop down list, and some contain two. If there is only one dropdown list, the question is worth 1 point. If there are two drop-down lists, the question is worth 2 points, but students can earn partial credit of 1 point if they select the correct choice from only one of the drop-down lists.

Select from the lists of choices to complete the sentences.

In the first paragraph, the author asks the question, "Who wants a bedtime story?" to

[choose] ▼

The author offers a possible answer to the question to introduce the

[choose] ▼

Select in Passage

This type of question asks students to select answers from a short section of the passage or another text, such as a dictionary entry. In the given text, certain words, phrases, or sentences are underlined. The students' job is to select the underlined choice or choices that provide the best answer. (They will be told how many choices to select.) This type of question is worth 1 point.

Read the following sentences from paragraph 4. From the four underlined phrases, select the phrase that **best** helps the reader understand the meaning of the word **profits**.

Iris grinned. "I hope they'll help you sell lots of paintings so I can buy that kaleidoscope." Mom had promised to share the profits with Iris if she helped out—five cents for every dollar's worth of sales.

Drag and Drop/Click and Pop

This type of question asks students to move one or more choices into the correct box. If there is only one box to fill or if the number of choices equals the number of boxes to fill, the question is worth 1 point. If there are two or more boxes to fill and there are more choices than boxes, the question is worth 2 points. For the 2-point questions, students can earn partial credit of 1 point if they fill all but one box correctly.

Sentences 6 and 7 from the paragraph follow. Move the comma to the one place where it is needed.

(6) Pet pigs are different , from farm pigs , in that they are smaller. (7) Because , they are smaller , they can live inside.

Text Entry

This type of question asks students to write a short-written response—usually of just one word—in a box. It is usually used to test knowledge of spelling. It is worth 1 point. In the example that follows, part B is a text-entry question.

Part A

Which word from the paragraph is misspelled?

calender

predicted

puffy

meant

Part B

Write the correct spelling of the word in the space provided.

Multipart

This type of question combines two other kinds of questions; usually, the first part asks about a passage, and the second part asks for evidence to support the answer in the first part. In AK STAR, this type of question is worth 2 points, but students can earn partial credit of 1 point if they answer the first part correctly and the second part incorrectly. Students earn no credit if they answer the first part incorrectly, even if they answer the second part correctly.

<p>Part A</p> <p>What is the main idea of the passage?</p> <p><input type="radio"/> Both dogs and volunteers benefit from shelter reading programs.</p> <p><input type="radio"/> Local libraries will donate many books to shelters for read-alouds.</p> <p><input type="radio"/> In order to find a forever home, dogs need to play with kids and listen to stories.</p> <p><input type="radio"/> The best books to read aloud to dogs are books about other dogs.</p> <p>Part B</p> <p>Which pair of paragraphs from the passage best supports the answer to part A?</p> <p><input type="radio"/> Paragraphs 1 and 3</p> <p><input type="radio"/> Paragraphs 2 and 4</p> <p><input type="radio"/> Paragraphs 8 and 13</p> <p><input type="radio"/> Paragraphs 11 and 12</p>
--

Constructed Response

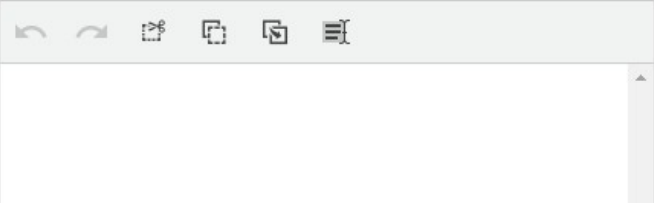
This type of question asks students to write a short response about a paragraph based on a passage or two passages. The response is worth 3 points; it is human scored.

Prompt: Write a paragraph to explain and support the following opinion about the passage. Support your explanation with at least **two** pieces of evidence from the passage.

Opinion: Ray Meyer played an important role in George Mikan's success as an athlete.

To write a successful response, you should do the following.

- Begin with a topic sentence, respond to all parts of the prompt, and end with a concluding statement.
- Use linking words to connect ideas.
- Use mostly your own words.
- Use complete, correct sentences.



Mathematics Item Types

Specific item types students may see are listed below:

Multiple-Choice Single-Select

This type of question lists four choices and asks the student to select the correct answer. It is worth 1 point.

What is the value of $23.28 \div 0.3$?

Select one answer.

0.776

7.76

77.6

776

Multiple-Choice Multiple-Select

This type of question lists three or more choices and can have any number of correct answers. Sometimes students will be told how many choices to select, and sometimes they will not be told. Students must select all the correct choices and none of the incorrect choices for their answer to be scored as correct. It is worth 1 point.

Consider the following inequality.

$$24 < 6 + 3p$$

Which values from the set {5, 6, 10, 11} can be substituted for p to make the inequality true?

Select **all** that apply.

5

6

10

11

Numeric Entry

This type of question asks students to enter a number or numbers. Students can use the digits 0 through 9 in their answer. In grades 4 and up, students can use a decimal point, and in grades 6 and up, students can also use a negative sign. It is worth 1 point.

What is the value of the following expression?

$$\frac{9^2 + 5 \cdot 2 - 1^3}{2^4 - 6}$$

Enter your answer in the space provided.

Table

This type of question asks students to select cells in a table. For each row, students select the column or columns that are correct. Some questions may restrict them to one selection for each row or column, and some may allow them to select more than one column per row. It is worth 1 point.

Determine whether each expression in the following table is equivalent to $6\frac{3}{4} \div \frac{9}{10}$.

Select one cell per row.

	Equivalent to $6\frac{3}{4} \div \frac{9}{10}$	Not Equivalent to $6\frac{3}{4} \div \frac{9}{10}$
$6\frac{3}{4} \div 9 \div 10$	<input type="radio"/>	<input type="radio"/>
$\frac{24 + 3}{4} \cdot \frac{10}{9}$	<input type="radio"/>	<input type="radio"/>

Drop-Down

This type of question asks students to select answers from drop-down lists. It is worth 1 point.

Describe how the numbers $-7\frac{1}{2}$ and -7 would be positioned relative to each other on a horizontal number line.

Select from the lists of choices to complete the statement.

The number $-7\frac{1}{2}$ would be to the of -7 on a horizontal number line because .

Select Text

This type of question asks students to select answers from list or group of text. The students' job is to select the underlined choice or choices that provide the best answer. They will be told how many choices to select. This type of question is worth 1 point.

Use the information to answer the question.

There are 21 students in a class. The median age of the students is 23. The oldest student is 29.

Based on this information, what is the truthfulness of each statement in the table? Select the phrase that **best** describes each statement.

Statement	Truthfulness		
At least one student is 23.	<u>Must be true</u>	Could be true	Cannot be true
Some students are younger than 15.	<u>Must be true</u>	Could be true	Cannot be true

Drag and Drop/Click and Pop

This type of question asks students to move one or more choices into the correct space or spaces. It is worth 1 point.

Melvin and Roberto played football on two different teams last season.

- Melvin's team won w games.
- Roberto's team won 3 fewer games than Melvin's team.

Create an expression that can be used to represent the number of games Roberto's team won last season.

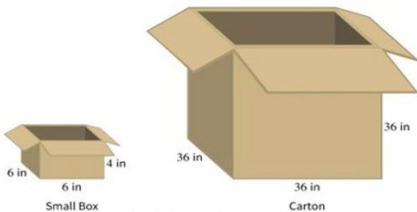
Move a number, variable, or symbol into each box.

3
 w
-
+
·
÷

Constructed Response

This type of question asks students to write a response that includes a combination of words and math expressions or equations. Although not required, students can use the equation editor buttons to add mathematical symbols to their answer. Words can be typed from their regular keyboard. This type of question is worth three points for grades 3–5 and four points for grades 6 and up; it is human scored.

Martin needs to ship 972 small boxes in larger cartons. The following picture shows the exterior dimensions of each small box and the interior dimensions of each carton, in inches.



Note: Figure not drawn to scale.

What is the **least** number of cartons that Martin needs to ship the 972 small boxes? Show your work or explain how you found your answer.

Enter your answer and your work or explanation in the space provided.


Multipart

This type of question has two or three parts. Each part has one question that can be any of the item types described in this document. All parts are based on the information that is presented on the left side of the screen. Each part is worth 1 point unless one of the parts is a constructed response question. Multipart items containing a constructed response will have different point values based on grade level; three points for grades 3–5 and four points for grades 6 and up.

Hubert will add a room with a rectangular floor to a house. He will use one of the following floor plans. He will need enough carpet to cover the floor and enough border to line the edges of the ceiling.


- The dimensions of each floor plan are the same as the dimensions of the ceiling for that plan.
- The cost of the carpet per square foot will be the same for both plans.
- The cost of the border per foot will be the same for both plans.

Plan F



10 ft

Plan G



6 ft

Part A

If Hubert chooses Plan F and needs 80 square feet of carpet for the floor, what is the total number of feet of border he will need for the edges of the ceiling?

Enter your answer in the space provided.

feet

Part B

If Hubert chooses Plan G and needs 36 feet of border for the edges of the ceiling, what is the total number of square feet of carpet he will need for the floor?

Enter your answer in the space provided.

square feet

Appendix A

Accessing Student Tutorial

The Student Tutorial is a web-based video that introduces the NWEA State Solutions Secure Browser. The tutorial will walk a student through using the online Practice Tests, providing basic testing instructions, where to access the provided support tools and testing tips. The tutorial is accessible to students, educators, families, and communities, and easily viewable on many web browsers. A username and password are not required to access the tutorial.

AK STAR

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Quick Guide

1. Use the link posted to the [AK STAR Student Readiness webpage](#) to view the Student Tutorial. After you select the link, the video will begin to play.
2. Alternatively, use this link to go directly to the video: <https://vimeo.com/893854685/98e31f3d70>



Appendix B

Accessing Practice Tests

These Practice Tests are designed to provide students with a hands-on opportunity to experience the test environment. Students can navigate through a “test,” practice using test-taking tools, and experience different item types.



AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Quick Guide

School districts should provide students with the opportunity to use the Practice Tests. Students should be familiar with navigating the test environment prior to testing so they can focus on the content of the test and confidently demonstrate their knowledge of the Alaska standards.

The Practice Tests are accessible to students, educators, parents, and communities. Families are encouraged to use the Practice Tests and see the types of questions their student will be answering. Test questions are not scored, and answers are not saved.

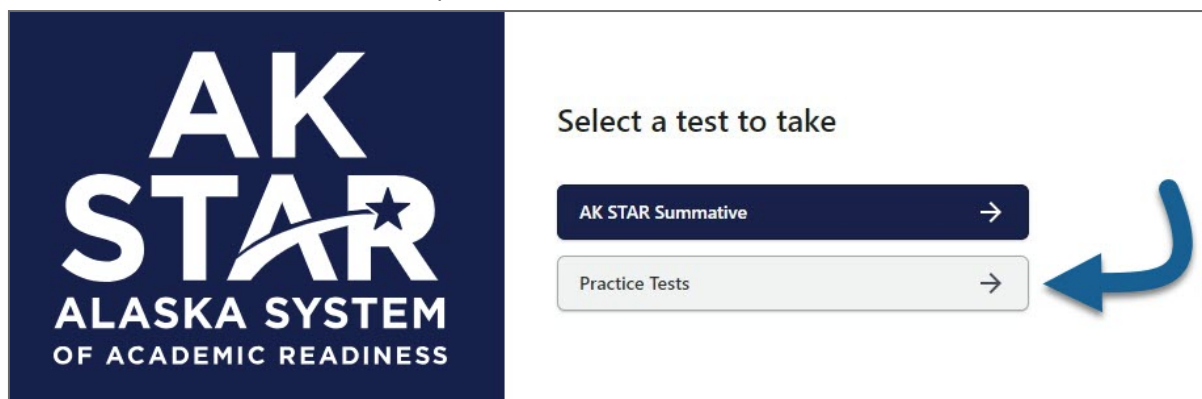
New: This year, stand-alone constructed response samplers are available. Access these by selecting **Constructed Response Practice Test** in the **Grade** drop-down menu in step 2 below.

AK STAR Practice Tests can be accessed two different ways:

- **NWEA State Solutions Secure Browser:** Students should already have the NWEA State Solutions Secure Browser installed on their testing devices. Students are recommended to use the NWEA State Solutions Secure Browser for Practice Tests to familiarize themselves with the browser. This also helps ensure that student devices are prepared for testing during the operational administration. Instructions for installing the browser are available in the [AK STAR System and Technology Guide](#).
- **Internet browser:** The Practice Tests can also be accessed via a regular web browser. This option is useful for parents and other stakeholders, or students who don't yet have the NWEA State Solutions Secure Browser installed. Use this link to access the Practice Tests: [AK STAR Practice Tests](#).

Once you've launched the NWEA State Solutions Secure Browser or the Practice Test site, follow these instructions:

1. Select Practice Tests from the two options.



- Several test options are presented. Select the appropriate **Grade**, **Subject**, and **Accommodations** from each drop-down menu.

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Practice Using the Software

You must select an option for each field in order, from first to last.

Year
2024

Grade
Grade 5 Practice Test

Subject
English Language Arts

Accommodations
No Accommodation

Reset Take Test →

- If your student uses Text to Speech (TTS), select **Text To Speech** in the **Accommodations** menu to practice these item types.

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Practice Using the Software

You must select an option for each field in order, from first to last.

Year
2024


Grade
Grade 5 Practice Test

Subject
English Language Arts

Accommodations
Text To Speech

Reset Take Test →

4. If your student uses American Sign Language (ASL), select **Grade 3–9 Accommodated Items** in the **Grade** menu and **ASL** in the **Accommodations** menu to practice these item types.



Practice Using the Software

You must select an option for each field in order, from first to last.


Year

Grade

Subject

Accommodations

5. Select **Take Test** to begin the Practice Test.



Practice Using the Software


You must select an option for each field in order, from first to last.

Year

Grade

Subject

Accommodations



Appendix C—Answer Keys for AK STAR Practice Tests

The following pages include answer keys and item type for each item included in the AK STAR Practice Tests. These answer keys are also available separately on the [AK STAR Student Readiness webpage](#).

Constructed Responses in the following answer keys may contain spelling or grammatical errors. These errors are intentional and meant to be reflective of a student response.

Practice Test Answer Key	Without TTS	With TTS	Constructed Response (CR)
ELA Grade 3 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 4 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 5 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 6 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 7 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 8 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
ELA Grade 9 Practice Test Answer Key	Without TTS	With TTS	CR Rubric
Mathematics Grade 3 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 4 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 5 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 6 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 7 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 8 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key
Mathematics Grade 9 Practice Test Answer Key	Without TTS	With TTS	CR Rubric and Answer Key

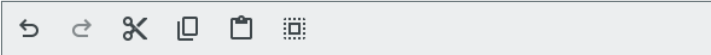
ELA Grade 3 Practice Test Answer Key



ELA: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> How They Raise Their Young	Multiple-Choice Single-Select	RI.3.5
2	3. <u>Put the lima beans on the soil.</u>	Drag and Drop/Click and Pop	RI.2.3
3	<input checked="" type="radio"/> Oceans are important to life on Earth.	Multiple-Choice Single-Select	RI.2.2
4	<input checked="" type="checkbox"/> Dad likes trying new things. <input type="checkbox"/> Dad thinks peaches taste good. <input checked="" type="checkbox"/> Dad wants to listen to the band.	Multiple-Choice Multiple-Select	RL.2.6
5	Birds have feathers that cover their bodies, but bats have fur.	Select in Passage	RI.2.3
6	<input checked="" type="radio"/> there are no buses to take them to school.	Multiple-Choice Single-Select	RI.3.1

ELA: Grade 3											
Item Number	Correct Answer	Item Type	Item Alignment								
7	<p>Part A</p> <p>What does varied mean as it is used in paragraph 8?</p> <p><input type="radio"/> shared</p> <p><input checked="" type="radio"/> different</p> <p>Part B</p> <p>Which sentence from the passage best supports the answer to part A?</p> <p><input type="radio"/> "After school, the girls wash their hands and use their fingers to eat out of a common bowl." (paragraph 8)</p> <p><input checked="" type="radio"/> "It may include boiled or smoked fish, chicken, eggs, goat meat, or bush meat." (paragraph 8)</p>	Multipart	L.3.4								
8	<p>When there is work to do after school, the girls do it first. They might wash dishes, shuck corn, get water from the river and firewood from the forest, feed the goats, spread cocoa beans to dry, weed the fields, or bathe Becki's youngest sister. Once their work is done, they are free to play. Sometimes they pick oranges, jump rope, dance, or play mancala (a board game). The boys prefer to race toys—small wheels at the end of sticks—that they built from scraps.</p>	Select in Passage	RI.3.8								
9	<table border="1"> <tr> <td>1</td> <td>Arrived at school</td> </tr> <tr> <td>2</td> <td>Buy breakfast</td> </tr> <tr> <td>3</td> <td>Sing a song</td> </tr> <tr> <td>4</td> <td>Go to classes</td> </tr> </table>	1	Arrived at school	2	Buy breakfast	3	Sing a song	4	Go to classes	Drag and Drop/Click and Pop	RI.3.3
1	Arrived at school										
2	Buy breakfast										
3	Sing a song										
4	Go to classes										
10	<p><input checked="" type="radio"/> like spending time together.</p>	Multiple-Choice Single-Select	RI.3.7								
11	<p><input checked="" type="radio"/> "Becki and Bonsa are part of the Ashanti tribe of Ghana, an English-speaking West African country." (paragraph 2)</p>	Multiple-Choice Single-Select	RI.3.2								

ELA: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
12	<input checked="" type="radio"/> Culture and Life in Ghana	Multiple-Choice Single-Select	W.3.8
13	Love , — Kristin	Drag and Drop\Click and Pop	L.2.2.b
14	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
15	<input checked="" type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a
16	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
17	<u>A loud truck wakes me</u>	Drag and Drop/Click and Pop	W.2.8
18	(1) Camels live in hot, dry deserts. (2) Most animals could not live in the desert. (3) Some deserts on Earth are cold, but they do not get much rain. (4) What helps the camel be able to live there?	Select in Passage	W.3.5
19	The desert sand is hot and deep, <input type="text" value="but"/> the camel has large feet to keep him from sinking.	Drop-Down	L.3.1
20	haveing	Select in Passage	L.3.2
21	<input checked="" type="radio"/> A camel's body is made for living in the desert.	Multiple-Choice Single-Select	W.3.4
22	<input checked="" type="radio"/> What Kids and Parents Believe	Multiple-Choice Single-Select	RI.3.2

ELA: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
23	<p><input checked="" type="checkbox"/> "One good thing is the video games that children play today often encourage them to work in teams, cooperate, and to help each other." (paragraph 8)</p> <p><input type="checkbox"/> "This is because games today are often designed for multiple players, not like old-fashioned video games that were mostly designed for one player." (paragraph 8)</p> <p><input type="checkbox"/> "However, children who are obsessed with video games and play them for a long time can get really competitive and can often try to win at all costs." (paragraph 9)</p> <p><input type="checkbox"/> "Experts aren't sure yet, but they have real concerns that this might lead to kids acting like this in real life too." (paragraph 9)</p> <p><input checked="" type="checkbox"/> "One thing you might also like to know is that kids who regularly play video games often get higher grades in math, science, and reading tests." (paragraph 10)</p>	Multiple-Choice Multiple-Select	RI.3.1
24	<p>According to the section of the passage "What Do Experts Say?," a good thing about video games is that they can teach children to <input type="text" value="work in teams,"/> but they can also make children feel like they need to always <input type="text" value="be the winner of the activity."/></p>	Drop-Down	RI.3.1
25	<p></p> <p>This is a prompt typing space.</p> <p><input type="text" value=""/></p> <p>Words (6)</p>	Constructed Response	W.3.2
26	<p><input checked="" type="radio"/> It can change friendships.</p>	Multiple-Choice Single-Select	RI.3.1
27	<p><input type="text" value="the right type for a child's age."/></p>	Drop-Down	RI.3.6

ELA: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
28	<p>Part A</p> <p>What is a main idea of the passage?</p> <p><input type="radio"/> Video games are a popular activity for children.</p> <p><input type="radio"/> Playing video games with your family is fun, and it teaches teamwork.</p> <p><input checked="" type="radio"/> It is important to spend time on other activities, not just on video games.</p> <p>Part B</p> <p>Which sentence from the passage best supports the answer to part A?</p> <p><input type="radio"/> "Lots of kids love video games." (paragraph 1)</p> <p><input checked="" type="radio"/> "It's hard to get enough active play and exercise if you're always inside playing video games." (paragraph 3)</p>	Multipart	RI.3.2
29	<p><input checked="" type="radio"/> Video games have ratings.</p>	Multiple-Choice Single-Select	RI.3.9
30	<p><input checked="" type="radio"/> To teach readers how video games can be both harmful and helpful</p>	Multiple-Choice Single-Select	RI.3.6

[Grade 3 Constructed Response Scoring Rubric](#)

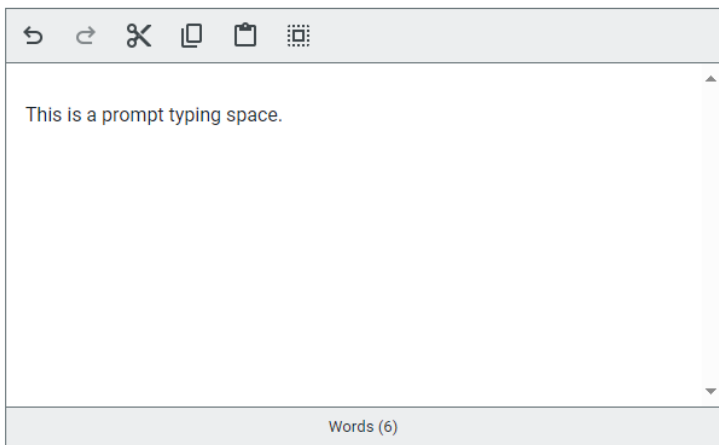
ELA Grade 3 Practice Test Answer Key—TTS



ELA: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> How They Raise Their Young	Multiple-Choice Single-Select	RI.3.5
2	3. <u>Put the lima beans on the soil.</u>	Drag and Drop/Click and Pop	RI.2.3
3	<input checked="" type="radio"/> Oceans are important to life on Earth.	Multiple-Choice Single-Select	RI.2.2
4	<input checked="" type="checkbox"/> Dad likes trying new things. <input type="checkbox"/> Dad thinks peaches taste good. <input checked="" type="checkbox"/> Dad wants to listen to the band.	Multiple-Choice Multiple-Select	RL.2.6
5	Some people may think that bats are birds because bats fly. Bats have wings. Birds also have wings. Many birds eat insects. Some kinds of bats eat insects, too. Birds have feathers that cover their bodies, but bats have fur.	Select in Passage	RI.2.3
6	<input checked="" type="radio"/> there are no buses to take them to school.	Multiple-Choice Single-Select	RI.3.1

ELA: Grade 3—TTS											
Item Number	Correct Answer	Item Type	Item Alignment								
7	<p>Part A</p> <p>What does varied mean as it is used in paragraph 8?</p> <p><input type="radio"/> shared</p> <p><input checked="" type="radio"/> different</p> <p>Part B</p> <p>Which sentence from the passage best supports the answer to part A?</p> <p><input type="radio"/> "After school, the girls wash their hands and use their fingers to eat out of a common bowl." (paragraph 8)</p> <p><input checked="" type="radio"/> "It may include boiled or smoked fish, chicken, eggs, goat meat, or bush meat." (paragraph 8)</p>	Multipart	L.3.4								
8	<p>When there is work to do after school, the girls do it first. They might wash dishes, shuck corn, get water from the river and firewood from the forest, feed the goats, spread cocoa beans to dry, weed the fields, or bathe Becki's youngest sister. Once their work is done, they are free to play. Sometimes they pick oranges, jump rope, dance, or play mancala (a board game). The boys prefer to race toys—small wheels at the end of sticks—that they built from scraps.</p>	Select in Passage	RI.3.8								
9	<table border="1"> <tr> <td>1</td> <td>Arrived at school</td> </tr> <tr> <td>2</td> <td>Buy breakfast</td> </tr> <tr> <td>3</td> <td>Sing a song</td> </tr> <tr> <td>4</td> <td>Go to classes</td> </tr> </table>	1	Arrived at school	2	Buy breakfast	3	Sing a song	4	Go to classes	Drag and Drop/Click and Pop	RI.3.3
1	Arrived at school										
2	Buy breakfast										
3	Sing a song										
4	Go to classes										
10	<p><input checked="" type="radio"/> like spending time together.</p>	Multiple-Choice Single-Select	RI.3.7								
11	<p><input checked="" type="radio"/> "Becki and Bonsa are part of the Ashanti tribe of Ghana, an English-speaking West African country." (paragraph 2)</p>	Multiple-Choice Single-Select	RI.3.2								

ELA: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
12	<input checked="" type="radio"/> Culture and Life in Ghana	Multiple-Choice Single-Select	W.3.8
13	Love , — Kristin	Drag and Drop\Click and Pop	L.2.2.b
14	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
15	<input checked="" type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a
16	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
17	A loud truck wakes me _____	Drag and Drop/Click and Pop	W.2.8
18	(1) Camels live in hot, dry deserts. (2) Most animals could not live in the desert. <u>(3) Some deserts on Earth are cold, but they do not get much rain.</u> (4) What helps the camel be able to live there?	Select in Passage	W.3.5
19	haveing	Select in Passage	L.3.2
20	<input checked="" type="radio"/> A camel's body is made for living in the desert.	Multiple-Choice Single-Select	W.3.4
21	<input checked="" type="radio"/> What Kids and Parents Believe	Multiple-Choice Single-Select	RI.3.2

ELA: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
22	<p><input checked="" type="checkbox"/> "One good thing is the video games that children play today often encourage them to work in teams, cooperate, and to help each other." (paragraph 8)</p> <p><input type="checkbox"/> "This is because games today are often designed for multiple players, not like old-fashioned video games that were mostly designed for one player." (paragraph 8)</p> <p><input type="checkbox"/> "However, children who are obsessed with video games and play them for a long time can get really competitive and can often try to win at all costs." (paragraph 9)</p> <p><input type="checkbox"/> "Experts aren't sure yet, but they have real concerns that this might lead to kids acting like this in real life too." (paragraph 9)</p> <p><input checked="" type="checkbox"/> "One thing you might also like to know is that kids who regularly play video games often get higher grades in math, science, and reading tests." (paragraph 10)</p>	Multiple-Choice Multiple-Select	RI.3.1
23	 <p>This is a prompt typing space.</p> <p>Words (6)</p>	Constructed Response	W.3.2
24	<p><input checked="" type="radio"/> It can change friendships.</p>	Multiple-Choice Single-Select	RI.3.1

ELA: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
25	<p>Part A</p> <p>What is a main idea of the passage?</p> <p><input type="radio"/> Video games are a popular activity for children.</p> <p><input type="radio"/> Playing video games with your family is fun, and it teaches teamwork.</p> <p><input checked="" type="radio"/> It is important to spend time on other activities, not just on video games.</p> <p>Part B</p> <p>Which sentence from the passage best supports the answer to part A?</p> <p><input type="radio"/> "Lots of kids love video games." (paragraph 1)</p> <p><input checked="" type="radio"/> "It's hard to get enough active play and exercise if you're always inside playing video games." (paragraph 3)</p>	Multipart	RI.3.2
26	<p><input checked="" type="radio"/> Video games have ratings.</p>	Multiple-Choice Single-Select	RI.3.9
27	<p><input checked="" type="radio"/> To teach readers how video games can be both harmful and helpful</p>	Multiple-Choice Single-Select	RI.3.6

[Grade 3 Constructed Response Scoring Rubric](#)

ELA Grade 3 Constructed Response Test Answer Key



ELA: Grade 3 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
	<p>This is a prompt typing space.</p> <p>Words (6)</p>		W.3.2

[ELA Grades 3-5 Scoring Rubric](#)

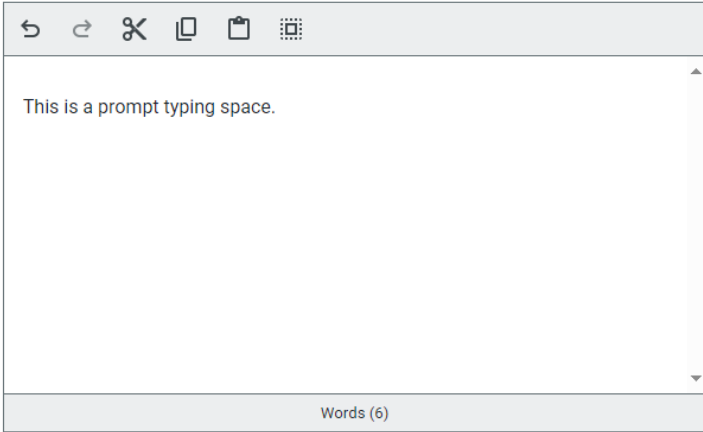
ELA Grade 4 Practice Test Answer Key



ELA: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>In the first paragraph, the author asks the question, "Who wants a bedtime story?" to build interest for the reader of the passage.</p> <p>The author offers a possible answer to the question to introduce the topic of the passage.</p>	Drop-Down	RI.4.5
2	<p>engage <i>verb</i> 1. to become interested or involved 2. to enter into an agreement 3. to promise to marry 4. to prepare for fighting</p>	Select in Passage	L.4.4
3	<p><input checked="" type="checkbox"/> The signs of worry in dogs</p> <p><input checked="" type="checkbox"/> Strategies for approaching dogs</p> <p><input checked="" type="checkbox"/> Ways to reward dogs</p>	Multiple-Choice Multiple-Select	RI.4.1
4	<p><input checked="" type="checkbox"/> Paragraph 8</p> <p><input checked="" type="checkbox"/> Paragraph 9</p>	Multiple-Choice Multiple-Select	RI.4.7
5	<p>Part A</p> <p>What is the main idea of the passage?</p> <p><input checked="" type="radio"/> Both dogs and volunteers benefit from shelter reading programs.</p> <p>Part B</p> <p>Which pair of paragraphs from the passage best supports the answer to part A?</p> <p><input type="radio"/> Paragraphs 1 and 3</p> <p><input type="radio"/> Paragraphs 2 and 4</p> <p><input checked="" type="radio"/> Paragraphs 8 and 13</p>	Multipart	RI.4.2

ELA: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
6	<input checked="" type="checkbox"/> Rescue dogs were not comfortable in the shelter environment. <input type="checkbox"/> Photographs of dogs showed that they were hiding in the back of their cages. <input checked="" type="checkbox"/> Children who visited the shelter wanted to help the dogs.	Multiple-Choice Multiple-Select	RI.4.5
7	<input checked="" type="radio"/> Does barking affect dogs' adoption success rates?	Multiple-Choice Single-Select	W.4.7
8	3. <u>Put the lima beans on the soil.</u>	Drag and Drop/Click and Pop	RI.2.3
9	<input checked="" type="radio"/> Oceans are important to life on Earth.	Multiple-Choice Single-Select	RI.2.2
10	Some people may think that bats are birds because bats fly. Bats have wings. Birds also have wings. Many birds eat insects. Some kinds of bats eat insects, too. Birds have feathers that cover their bodies, but bats have fur.	Select in Passage	RI.2.3
11	Love , _____ Kristin	Drag and Drop/Click and Pop	L.2.2.b
12	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
13	<input checked="" type="radio"/> However,	Multiple-Choice Single-Select	W.4.4
14	<input checked="" type="radio"/> On some days, stratus clouds blocked the Sun like a gray blanket as a drizzly rain fell from the sky.	Multiple-Choice Single-Select	W.4.5
15	<p style="text-align: center;">Part A</p> <p>Which word from the paragraph is misspelled?</p> <input checked="" type="radio"/> calender <p style="text-align: center;">Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <input type="text" value="calendar"/>	Multipart	L.4.2

ELA: Grade 4									
Item Number	Correct Answer	Item Type	Item Alignment						
16	<input checked="" type="radio"/> Changing "observed" to "observe"	Multiple-Choice Single-Select	L.4.1						
17	<u>A loud truck wakes me</u> every Monday morning.	Drag and Drop/Click and Pop	L.2.1.f						
18	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8						
19	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u>However</u>, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p>For these reasons, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c						
20	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2						
21	<input checked="" type="radio"/> pair	Multiple-Choice Multiple-Select	L.2.1.a						
22	<input checked="" type="radio"/> The balloon moves at the same speed as the wind.	Multiple-Choice Single-Select	RI.4.1						
23	<input checked="" type="radio"/> By moving the balloon up or down to catch different winds	Multiple-Choice Single-Select	RI.4.3						
24	<table border="1"> <tr> <td>1</td> <td>Giant fans blow cold air into the envelope.</td> </tr> <tr> <td>2</td> <td>A propane burner heats the air inside the envelope.</td> </tr> <tr> <td>3</td> <td>The warm air causes the envelope to expand and rise, lifting the basket up.</td> </tr> </table>	1	Giant fans blow cold air into the envelope.	2	A propane burner heats the air inside the envelope.	3	The warm air causes the envelope to expand and rise, lifting the basket up.	Drag and Drop/Click and Pop	RI.4.5
1	Giant fans blow cold air into the envelope.								
2	A propane burner heats the air inside the envelope.								
3	The warm air causes the envelope to expand and rise, lifting the basket up.								

ELA: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
25		Constructed Response	W.4.2
26	<p style="text-align: center;">Part A</p> <p>How does the author organize the information in paragraphs 1 and 2?</p> <p><input checked="" type="radio"/> Order of events</p> <p style="text-align: center;">Part B</p> <p>Which reason best supports the answer to part A?</p> <p><input type="radio"/> The Moon landing is shown to be different from other space trips.</p> <p><input type="radio"/> The text explains how humans solved the problem of landing on the Moon.</p> <p><input checked="" type="radio"/> Moments from the Moon landing are described in sequence.</p>	Multipart	RI.4.5
27	<p><input checked="" type="radio"/> "We haven't been back—but wouldn't it be wonderful if we could?" (paragraph 7)</p>	Multiple-Choice Single-Select	RI.4.8
28	<p><input checked="" type="checkbox"/> They took photographs.</p> <p><input type="checkbox"/> They repaired the lunar module.</p> <p><input checked="" type="checkbox"/> They collected objects to bring back to Earth.</p> <p><input checked="" type="checkbox"/> They conducted some experiments.</p>	Multiple-Choice Multiple-Select	RI.4.2

ELA: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
29	<input checked="" type="checkbox"/> Training, practice, and experience are important. <input checked="" type="checkbox"/> You get to look at Earth in a totally different way. <input checked="" type="checkbox"/> Landing in a clear, safe area is difficult.	Multiple-Choice Multiple-Select	RI.4.9
30	<input checked="" type="radio"/> Hot air balloons are safer to ride than spaceships are.	Multiple-Choice Single-Select	RI.4.6

[Grade 4 Constructed Response Scoring Rubric](#)

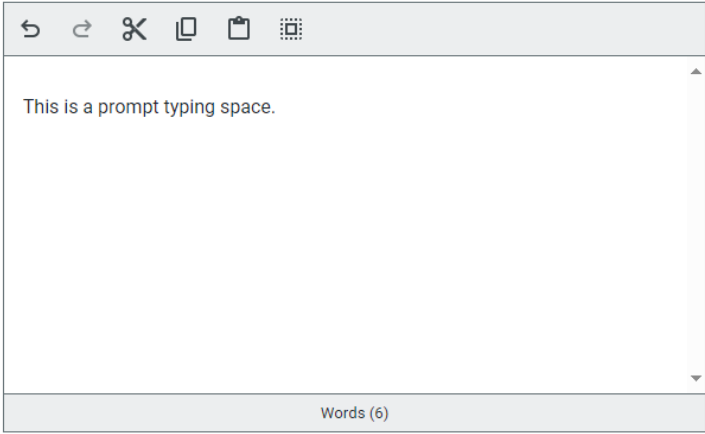
ELA Grade 4 Practice Test Answer Key—TTS



ELA: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	engage verb 1. to become interested or involved 2. to enter into an agreement 3. to promise to marry 4. to prepare for fighting	Select in Passage	L.4.4
2	<input checked="" type="checkbox"/> The signs of worry in dogs <input checked="" type="checkbox"/> Strategies for approaching dogs <input checked="" type="checkbox"/> Ways to reward dogs	Multiple-Choice Multiple-Select	RI.4.1
3	<input checked="" type="checkbox"/> Paragraph 8 <input checked="" type="checkbox"/> Paragraph 9	Multiple-Choice Multiple-Select	RI.4.7
4	<p style="text-align: center;">Part A</p> <p>What is the main idea of the passage?</p> <input checked="" type="radio"/> Both dogs and volunteers benefit from shelter reading programs.	Multipart	RI.4.2
	<p style="text-align: center;">Part B</p> <p>Which pair of paragraphs from the passage best supports the answer to part A?</p> <input type="radio"/> Paragraphs 1 and 3 <input type="radio"/> Paragraphs 2 and 4 <input checked="" type="radio"/> Paragraphs 8 and 13		
5	<input checked="" type="checkbox"/> Rescue dogs were not comfortable in the shelter environment. <input type="checkbox"/> Photographs of dogs showed that they were hiding in the back of their cages. <input checked="" type="checkbox"/> Children who visited the shelter wanted to help the dogs.	Multiple-Choice Multiple-Select	RI.4.5

ELA: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
6	<input checked="" type="radio"/> Does barking affect dogs' adoption success rates?	Multiple-Choice Single-Select	W.4.7
7	3. <u>Put the lima beans on the soil.</u>	Drag and Drop/Click and Pop	RI.2.3
8	<input checked="" type="radio"/> Oceans are important to life on Earth.	Multiple-Choice Single-Select	RI.2.2
9	Some people may think that bats are birds because bats fly. Bats have wings. Birds also have wings. Many birds eat insects. Some kinds of bats eat insects, too. <u>Birds have feathers that cover their bodies, but bats have fur.</u>	Select in Passage	RI.2.3
10	Love , — Kristin	Drag and Drop/Click and Pop	L.2.2.b
11	<u>The alpaca fleece makes warm blankets and rugs.</u>	Select in Passage	W.2.8
12	<input checked="" type="radio"/> However,	Multiple-Choice Single-Select	W.4.4
13	<input checked="" type="radio"/> On some days, stratus clouds blocked the Sun like a gray blanket as a drizzly rain fell from the sky.	Multiple-Choice Single-Select	W.4.5
14	<p>Part A</p> <p>Which word from the paragraph is misspelled?</p> <p><input checked="" type="radio"/> calender</p> <p>Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <p>calendar</p>	Multipart	L.4.2
15	<input checked="" type="radio"/> Changing "observed" to "observe"	Multiple-Choice Single-Select	L.4.1
16	<u>A loud truck wakes me</u> every Monday morning.	Drag and Drop/Click and Pop	L.2.1.f

ELA: Grade 4—TTS									
Item Number	Correct Answer	Item Type	Item Alignment						
17	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8						
18	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. However, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p>For these reasons, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c						
19	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2						
20	<input checked="" type="radio"/> pair	Multiple-Choice Multiple-Select	L.2.1.a						
21	<input checked="" type="radio"/> The balloon moves at the same speed as the wind.	Multiple-Choice Single-Select	RI.4.1						
22	<input checked="" type="radio"/> By moving the balloon up or down to catch different winds	Multiple-Choice Single-Select	RI.4.3						
23	<table border="1"> <tr> <td>1</td> <td>Giant fans blow cold air into the envelope.</td> </tr> <tr> <td>2</td> <td>A propane burner heats the air inside the envelope.</td> </tr> <tr> <td>3</td> <td>The warm air causes the envelope to expand and rise, lifting the basket up.</td> </tr> </table>	1	Giant fans blow cold air into the envelope.	2	A propane burner heats the air inside the envelope.	3	The warm air causes the envelope to expand and rise, lifting the basket up.	Drag and Drop/Click and Pop	RI.4.5
1	Giant fans blow cold air into the envelope.								
2	A propane burner heats the air inside the envelope.								
3	The warm air causes the envelope to expand and rise, lifting the basket up.								

ELA: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
24		Constructed Response	W.4.2
25	<p style="text-align: center;">Part A</p> <p>How does the author organize the information in paragraphs 1 and 2?</p> <p><input checked="" type="radio"/> Order of events</p> <p style="text-align: center;">Part B</p> <p>Which reason best supports the answer to part A?</p> <p><input type="radio"/> The Moon landing is shown to be different from other space trips.</p> <p><input type="radio"/> The text explains how humans solved the problem of landing on the Moon.</p> <p><input checked="" type="radio"/> Moments from the Moon landing are described in sequence.</p>	Multipart	RI.4.5
26	<p><input checked="" type="radio"/> "We haven't been back—but wouldn't it be wonderful if we could?" (paragraph 7)</p>	Multiple-Choice Single-Select	RI.4.8
27	<p><input checked="" type="checkbox"/> They took photographs.</p> <p><input type="checkbox"/> They repaired the lunar module.</p> <p><input checked="" type="checkbox"/> They collected objects to bring back to Earth.</p> <p><input checked="" type="checkbox"/> They conducted some experiments.</p>	Multiple-Choice Multiple-Select	RI.4.2

ELA: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
28	<input checked="" type="checkbox"/> Training, practice, and experience are important. <input checked="" type="checkbox"/> You get to look at Earth in a totally different way. <input checked="" type="checkbox"/> Landing in a clear, safe area is difficult.	Multiple-Choice Multiple-Select	RI.4.9
29	<input checked="" type="radio"/> Hot air balloons are safer to ride than spaceships are.	Multiple-Choice Single-Select	RI.4.6

[Grade 4 Constructed Response Scoring Rubric](#)

ELA Grade 4 Constructed Response Test Answer Key



ELA: Grade 4 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
	<p>The screenshot shows a text entry interface. At the top, there is a toolbar with icons for undo, redo, bold, copy, paste, and a grid. Below the toolbar is a large text area containing the text "This is a prompt typing space." At the bottom of the text area, there is a word count indicator that reads "Words (6)".</p>		W.4.2

[ELA Grades 3-5 Scoring Rubric](#)

ELA Grade 5 Practice Test Answer Key

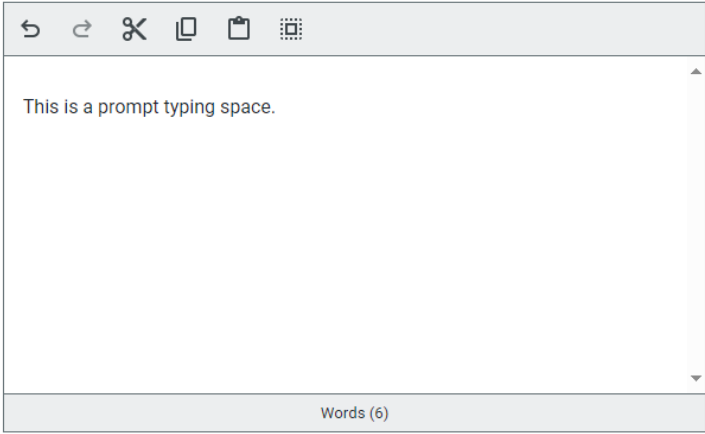


ELA: Grade 5											
Item Number	Correct Answer	Item Type	Item Alignment								
1	<input checked="" type="radio"/> No one believes girls can be good drummers.	Multiple-Choice Single-Select	RL.5.1								
2	she heard the whir of parrot wings	Select in Passage	L.5.4								
3	<input checked="" type="radio"/> revealing that the girl has talent and willingness to work.	Multiple-Choice Single-Select	RL.5.5								
4	<p>The girl is similar to her big sisters in that they all <input type="text" value="love to make music."/> ▼</p> <p>The girl is different from her big sisters in that she <input type="text" value="chooses an instrument girls rarely play."/> ▼</p>	Drop-Down	RL.5.3								
5	<table border="1"> <thead> <tr> <th colspan="2">Summary</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input type="text" value="The girl hears music in the world around her and creates her own beats on ordinary surfaces."/></td> </tr> <tr> <td>2</td> <td><input type="text" value="The music teacher the girl's father hires is impressed and gives her lessons."/></td> </tr> <tr> <td>3</td> <td><input type="text" value="Everyone hearing the girl's live performance at a café begins to sing and dance."/></td> </tr> </tbody> </table>	Summary		1	<input type="text" value="The girl hears music in the world around her and creates her own beats on ordinary surfaces."/>	2	<input type="text" value="The music teacher the girl's father hires is impressed and gives her lessons."/>	3	<input type="text" value="Everyone hearing the girl's live performance at a café begins to sing and dance."/>	Drag and Drop/Click and Pop	RL.5.2
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ELA: Grade 5							
Item Number	Correct Answer	Item Type	Item Alignment				
6	<p>Part A</p> <p>One theme in the poem is that music can</p> <p><input checked="" type="radio"/> inspire people to change their minds.</p> <p>Part B</p> <p>Which section of the poem best expresses this theme?</p> <p><input type="radio"/> Lines 1 through 4</p> <p><input type="radio"/> Lines 22 through 27</p> <p><input type="radio"/> Lines 38 through 42</p> <p><input checked="" type="radio"/> Lines 95 through 102</p>	Multipart	RL.5.2				
7	<p><input checked="" type="checkbox"/> "Furthermore, wildlife that depends on native plants for food and shelter suffer when purple loosestrife moves in." (Paragraph 2)</p> <p><input type="checkbox"/> "Today, purple loosestrife grows in almost every U.S. state." (Paragraph 4)</p> <p><input type="checkbox"/> "Its seeds are small and lightweight." (Paragraph 5)</p> <p><input checked="" type="checkbox"/> "A breeze or the gentle current of a stream is enough to carry purple loosestrife seeds to new territory where it can vanquish native vegetation." (Paragraph 5)</p>	Multiple-Choice Multiple-Select	RI.6.8				
8	<table border="1"> <thead> <tr> <th>Word in Passage</th> <th>Meaning of Word</th> </tr> </thead> <tbody> <tr> <td>appoints</td> <td>chooses</td> </tr> </tbody> </table>	Word in Passage	Meaning of Word	appoints	chooses	Drag and Drop/Click and Pop	L.6.4.a
Word in Passage	Meaning of Word						
appoints	chooses						
9	<p>If you see one with <u>orange-and-black patterned wings</u>, you may be looking at a monarch on the trip of a lifetime. Monarch butterflies make what is believed to be the world's longest insect migration, <u>traveling from</u> parts of North America as far north as Canada to as far south as central California and Mexico.</p>	Select in Passage	L.5.4				
10	<p><input checked="" type="radio"/> "They may be tiny, but they are mighty." (paragraph 2)</p>	Multiple-Choice Single-Select	RI.5.2				

ELA: Grade 5																		
Item Number	Correct Answer	Item Type	Item Alignment															
11	According to paragraph 9, tens of millions of monarchs travel from east of the Rockies to <input type="text" value="Mexico's Sierra Madre."/>	Drop-Down	RI.5.1															
12	<input checked="" type="radio"/> There is no milkweed growing in Mexico.	Multiple-Choice Single-Select	RI.5.3															
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16	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u>However</u> , I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance , several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p>For these reasons , I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c															
17	<input checked="" type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a															

ELA: Grade 5			
Item Number	Correct Answer	Item Type	Item Alignment
18	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
19	Love , _____ Kristin	Drag and Drop/Click and Pop	L.2.2.b
20	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
21	Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered / <u>ruined</u>] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [<u>wandered</u> / strode] out of his room to greet the day.	Select in Passage	W.6.3.d
22	Even though young Mikan was <input type="text" value="awkward when he moved, ▼"/> it did not stop him from <input type="text" value="enjoying his favorite sport. ▼"/>	Drop-Down	RI.5.1
23	<input checked="" type="checkbox"/> He wore glasses. <input type="checkbox"/> He once broke his leg. <input type="checkbox"/> He played the piano. <input checked="" type="checkbox"/> He was too tall.	Multiple-Choice Multiple-Select	RI.5.3
24	<input checked="" type="radio"/> "So Mikan learned to shoot baskets from farther back." (paragraph 15)	Multiple-Choice Single-Select	RI.5.8

ELA: Grade 5									
Item Number	Correct Answer	Item Type	Item Alignment						
25		Constructed Response	W.5.1						
26	<input checked="" type="radio"/> They both practiced in new ways to learn different skills.	Multiple-Choice Single-Select	RI.5.9						
27	<table border="1"> <tr> <td>Main Idea for both passages</td> <td>People can learn to use their physical differences to their advantage when it comes to sports.</td> </tr> <tr> <td>Supporting detail from "Bigger than the Rules"</td> <td>Detail from "Bigger than the Rules": "Now 6 feet 8 inches (203 cm) tall and broad-shouldered, his specialty was guarding the basket and blocking shots." (paragraph 4)</td> </tr> <tr> <td>Supporting detail from "Long-Armed Ludy"</td> <td>Detail from "Long-Armed Ludy": "For the next two months, Ludy trained twice as hard. At the Women's Olympics, she'd have to throw with both of her long arms." (paragraph 26)</td> </tr> </table>	Main Idea for both passages	People can learn to use their physical differences to their advantage when it comes to sports.	Supporting detail from "Bigger than the Rules"	Detail from "Bigger than the Rules": "Now 6 feet 8 inches (203 cm) tall and broad-shouldered, his specialty was guarding the basket and blocking shots." (paragraph 4)	Supporting detail from "Long-Armed Ludy"	Detail from "Long-Armed Ludy": "For the next two months, Ludy trained twice as hard. At the Women's Olympics, she'd have to throw with both of her long arms." (paragraph 26)	Drag and Drop/Click and Pop	RI.5.2
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28	<input checked="" type="radio"/> Paragraph 15	Multiple-Choice Single-Select	RI.5.2						
29	<input checked="" type="radio"/> It encourages her to take challenges.	Multiple-Choice Single-Select	RI.5.3						
30	<input checked="" type="checkbox"/> "Did she even have a chance?" (paragraph 20) <input type="checkbox"/> "Ludy whooped, 'Ooh la la!'" (paragraph 25) <input type="checkbox"/> "Would they be kind?" (paragraph 29) <input checked="" type="checkbox"/> "Was she good enough to win?" (paragraph 31)	Multiple-Choice Multiple-Select	RI.5.1						

[Grade 5 Constructed Response Scoring Rubric](#)

ELA Grade 5 Practice Test Answer Key – TTS



ELA: Grade 5 - TTS											
Item Number	Correct Answer	Item Type	Item Alignment								
1	<input checked="" type="radio"/> No one believes girls can be good drummers.	Multiple-Choice Single-Select	RL.5.1								
2	she heard the whir of parrot wings	Select in Passage	L.5.4								
3	<input checked="" type="radio"/> revealing that the girl has talent and willingness to work.	Multiple-Choice Single-Select	RL.5.5								
4	<table border="1"> <thead> <tr> <th></th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input checked="" type="radio"/> The girl hears music in the world around her and creates her own beats on ordinary surfaces.</td> </tr> <tr> <td>2</td> <td><input type="radio"/> The music teacher the girl's father hires is impressed and gives her lessons.</td> </tr> <tr> <td>3</td> <td><input type="radio"/> Everyone hearing the girl's live performance at a café begins to sing and dance.</td> </tr> </tbody> </table>		Summary	1	<input checked="" type="radio"/> The girl hears music in the world around her and creates her own beats on ordinary surfaces.	2	<input type="radio"/> The music teacher the girl's father hires is impressed and gives her lessons.	3	<input type="radio"/> Everyone hearing the girl's live performance at a café begins to sing and dance.	Drag and Drop/Click and Pop	RL.5.2
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5	<p>Part A</p> <p>One theme in the poem is that music can</p> <p><input checked="" type="radio"/> inspire people to change their minds.</p> <p>Part B</p> <p>Which section of the poem best expresses this theme?</p> <p><input type="radio"/> Lines 1 through 4</p> <p><input type="radio"/> Lines 22 through 27</p> <p><input type="radio"/> Lines 38 through 42</p> <p><input checked="" type="radio"/> Lines 95 through 102</p>	Multipart	RL.5.2								

ELA: Grade 5 - TTS																		
Item Number	Correct Answer	Item Type	Item Alignment															
6	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <input checked="" type="checkbox"/> "Furthermore, wildlife that depends on native plants for food and shelter suffer when purple loosestrife moves in." (Paragraph 2) </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> "Today, purple loosestrife grows in almost every U.S. state." (Paragraph 4) </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> "Its seeds are small and lightweight." (Paragraph 5) </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <input checked="" type="checkbox"/> "A breeze or the gentle current of a stream is enough to carry purple loosestrife seeds to new territory where it can vanquish native vegetation." (Paragraph 5) </div>	Multiple-Choice Multiple-Select	RI.6.8															
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ELA: Grade 5 - TTS			
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13	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8
14	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. However, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p>For these reasons, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c
15	<input checked="" type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a
16	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
17	<p>Love ,</p> <p>_____</p> <p>Kristin</p>	Drag and Drop/Click and Pop	L.2.2.b
18	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered / ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered / strode] out of his room to greet the day.</p>	Select in Passage	W.6.3.d
19	<p>The alpaca fleece makes warm blankets and rugs.</p>	Select in Passage	W.2.8

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Item Number	Correct Answer	Item Type	Item Alignment						
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21	<input checked="" type="radio"/> "So Mikan learned to shoot baskets from farther back." (paragraph 15)	Multiple-Choice Single-Select	RI.5.8						
22		Constructed Response	W.5.1						
23	<input checked="" type="radio"/> They both practiced in new ways to learn different skills.	Multiple-Choice Single-Select	RI.5.9						
24	<table border="1"> <tr> <td>Main Idea for both passages</td> <td>People can learn to use their physical differences to their advantage when it comes to sports.</td> </tr> <tr> <td>Supporting detail from "Bigger than the Rules"</td> <td>Detail from "Bigger than the Rules": "Now 6 feet 8 inches (203 cm) tall and broad-shouldered, his specialty was guarding the basket and blocking shots." (paragraph 4)</td> </tr> <tr> <td>Supporting detail from "Long-Armed Ludy"</td> <td>Detail from "Long-Armed Ludy": "For the next two months, Ludy trained twice as hard. At the Women's Olympics, she'd have to throw with both of her long arms." (paragraph 26)</td> </tr> </table>	Main Idea for both passages	People can learn to use their physical differences to their advantage when it comes to sports.	Supporting detail from "Bigger than the Rules"	Detail from "Bigger than the Rules": "Now 6 feet 8 inches (203 cm) tall and broad-shouldered, his specialty was guarding the basket and blocking shots." (paragraph 4)	Supporting detail from "Long-Armed Ludy"	Detail from "Long-Armed Ludy": "For the next two months, Ludy trained twice as hard. At the Women's Olympics, she'd have to throw with both of her long arms." (paragraph 26)	Drag and Drop/Click and Pop	RI.5.2
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26	<input checked="" type="radio"/> It encourages her to take challenges.	Multiple-Choice Single-Select	RI.5.3						

ELA: Grade 5 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
27	<input checked="" type="checkbox"/> "Did she even have a chance?" (paragraph 20) <input type="checkbox"/> "Ludy whooped, 'Ooh la la!'" (paragraph 25) <input type="checkbox"/> "Would they be kind?" (paragraph 29) <input checked="" type="checkbox"/> "Was she good enough to win?" (paragraph 31)	Multiple-Choice Multiple-Select	RI.5.1

[Grade 5 Constructed Response Scoring Rubric](#)

ELA Grade 5 Constructed Response Test Answer Key



ELA: Grade 5 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
			W.5.1

[ELA Grades 3-5 Scoring Rubric](#)

ELA Grade 6 Practice Test Answer Key



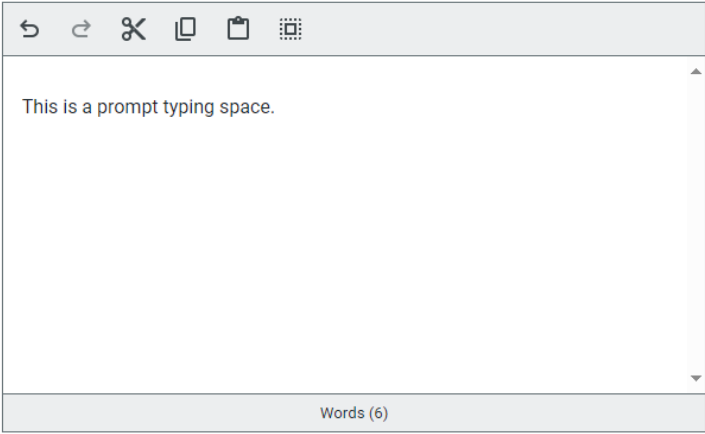
ELA: Grade 6											
Item Number	Correct Answer	Item Type	Item Alignment								
1	<input checked="" type="radio"/> He had observed elements in nature moving upward.	Multiple-Choice Single-Select	RI.6.1								
2	In order to see whether he could create something that would float “up the chimney with the smoke,” Joseph first made <input type="text" value="a paper bag."/> After he succeeded, he attempted the same experiment using <input type="text" value="a piece of silk."/>	Drop-Down	RI.6.3								
3	demonstration <i>noun</i> 1. an expression of feelings 2. a show of armed force 3. a march for a cause 4. a display	Select in Passage	L.6.4								
4	In the last sentence of paragraph 18, the author uses <input type="text" value="an unlikely comparison"/> to show that people believed that hot-air balloons would allow them to one day <input type="text" value="see new parts of the Earth."/>	Drop-Down	L.6.5								
5	<input checked="" type="radio"/> “Once in the air, another gust tilted it and sent a plume of smoke streaming out its side.” (paragraph 21)	Multiple-Choice Single-Select	RI.6.7								
6	<table border="1"> <tr> <td>1</td> <td>Joseph successfully managed to get a small paper bag to fly up the chimney.</td> </tr> <tr> <td>2</td> <td>Joseph and Étienne designed a large, round bag held together by buttons.</td> </tr> <tr> <td>3</td> <td>In front of an audience, Joseph and Étienne’s balloon flew for ten minutes.</td> </tr> <tr> <td>4</td> <td>In front of the royal family, Joseph and Étienne effectively sent a basket carrying animals into the air.</td> </tr> </table>	1	Joseph successfully managed to get a small paper bag to fly up the chimney.	2	Joseph and Étienne designed a large, round bag held together by buttons.	3	In front of an audience, Joseph and Étienne’s balloon flew for ten minutes.	4	In front of the royal family, Joseph and Étienne effectively sent a basket carrying animals into the air.	Drag and Drop/Click and Pop	RI.6.2
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ELA: Grade 6																					
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8	<p>Although raccoons eat plants, they are also <u>capable hunters and fishers</u>. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They will eat almost anything. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>	Select in Passage	L.6.4.a																		
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Word in Passage	Meaning of Word																				
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11	<p><u>The cat seemed to melt into Stacey's arms and began to purr.</u></p>	Drag and Drop/Click and Pop	W.6.3.b																		
12	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered/ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered/strode] out of his room to greet the day.</p>	Select in Passage	W.6.3.d																		

ELA: Grade 6			
Item Number	Correct Answer	Item Type	Item Alignment
13	When it rains, snows, or even sleet, what makes it possible for <input type="text" value="someone"/> to continue to drive safely?	Drop-Down	L.6.1
14	<input type="radio"/> However,	Multiple-Choice Single-Select	W.6.4
15	<p style="text-align: center;">Part A</p> <p>In sentence 9 of the student’s paragraph, which follows, six words are underlined. Select the underlined word that is spelled incorrectly.</p> <p>Anderson was <u>convinced</u> that there had to be a better <u>solution</u>, and she started to sketch what she was <u>picturing</u> in her mind: a blade that could be <u>operated</u> from inside the <u>vehicle</u>.</p> <p style="text-align: center;">Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <input type="text" value="sketch"/>	Multipart	L.6.2
16	<input type="radio"/> Sentence 12	Multiple-Choice Single-Select	W.6.4
17	<input type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a
18	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
19	<p style="text-align: center;">Love , _____ Kristin</p>	Drag and Drop/Click and Pop	L.2.2.b
20	<input type="text" value="The alpaca fleece makes warm blankets and rugs."/>	Select in Passage	W.2.8

ELA: Grade 6			
Item Number	Correct Answer	Item Type	Item Alignment
21	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. However, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p>For these reasons, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c
22	<p><input checked="" type="radio"/> "Nationwide, at least 10 medical schools teach cooking as a form of medicine, according to the medical journal <i>Population Health Management</i>." (paragraph 8)</p>	Multiple-Choice Single-Select	RI.6.8
23	<p><input checked="" type="checkbox"/> A doctor teaches a free meal-preparation class to patients at a local clinic.</p> <p><input checked="" type="checkbox"/> A doctor shares a recipe containing foods that could help ease a patient's stomach pain.</p>	Multiple-Choice Multiple-Select	RI.6.2
24	<p><input checked="" type="checkbox"/> "The salmon uses healthy fats to add flavor and make the patient feel full, she explained." (paragraph 23)</p> <p><input type="checkbox"/> "A salad with Greek yogurt dressing was also served." (paragraph 27)</p> <p><input checked="" type="checkbox"/> "He and his teammates chose their recipe because they learned that pickled foods and yogurt can improve gut health." (paragraph 29)</p>	Multiple-Choice Multiple-Select	RI.6.1
25	<p><input checked="" type="radio"/> "... the Edible Schoolyard doesn't use any chemical fertilizers ... " (paragraph 5)</p>	Multiple-Choice Single-Select	RI.6.1
26	<p>According to the passage, the students use compost in their garden because it improves the quality of the soil while also providing a use for leftover waste.</p>	Drop-Down	RI.6.3

ELA: Grade 6						
Item Number	Correct Answer			Item Type	Item Alignment	
27	<p>Part A</p> <p>The main idea expressed in the section titled “The Slow Food Movement” is that people should</p> <p><input checked="" type="radio"/> pay attention to the sources of their food.</p>			Multipart	RI.6.2	
	<p>Part B</p> <p>Which sentence from the passage best shows that the ESY students would agree with the main idea identified in part A?</p> <p><input type="radio"/> “One year, they planted beets in the shape of a heart, growing a living heart-beet!” (paragraph 4)</p> <p><input checked="" type="radio"/> “They plant their crops by hand, build frames out of bamboo to support plants, learn about the seasons in the garden, and maintain the compost pile.” (paragraph 4)</p>					
28	<p><input checked="" type="radio"/> “Each day, the students make delicious, healthy dishes. They gather together to share what they have prepared.” (paragraph 5)</p>			Multiple-Choice Single-Select	RI.6.9	
29	Statements	“Cooking as Medicine”	“Growing a Schoolyard Garden”	Both Passages	Table	RI.6.9
	Growing crops can teach people how to work together.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
	People should eat foods grown by local farmers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		
	The right foods can improve people's health problems.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Cooking is a skill that helps people make healthy choices.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		

ELA: Grade 6			
Item Number	Correct Answer	Item Type	Item Alignment
30	 <p>This is a prompt typing space.</p> <p>Words (6)</p>	Constructed Response	W.6.9

[Grade 6 Constructed Response Scoring Rubric](#)

ELA Grade 6 Practice Test Answer Key – TTS

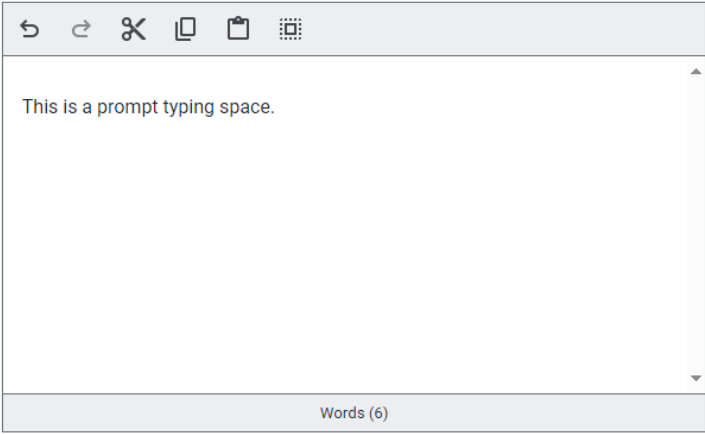


ELA: Grade 6 - TTS																					
Item Number	Correct Answer	Item Type	Item Alignment																		
1	<input checked="" type="radio"/> He had observed elements in nature moving upward.	Multiple-Choice Single-Select	RI.6.1																		
2	demonstration <i>noun</i> 1. an expression of feelings 2. a show of armed force 3. a march for a cause 4. a display	Select in Passage	L.6.4																		
3	<input checked="" type="radio"/> "Once in the air, another gust tilted it and sent a plume of smoke streaming out its side." (paragraph 21)	Multiple-Choice Single-Select	RI.6.7																		
4	<table border="1"> <tr> <td>1</td> <td>Joseph successfully managed to get a small paper bag to fly up the chimney.</td> </tr> <tr> <td>2</td> <td>Joseph and Étienne designed a large, round bag held together by buttons.</td> </tr> <tr> <td>3</td> <td>In front of an audience, Joseph and Étienne's balloon flew for ten minutes.</td> </tr> <tr> <td>4</td> <td>In front of the royal family, Joseph and Étienne effectively sent a basket carrying animals into the air.</td> </tr> </table>	1	Joseph successfully managed to get a small paper bag to fly up the chimney.	2	Joseph and Étienne designed a large, round bag held together by buttons.	3	In front of an audience, Joseph and Étienne's balloon flew for ten minutes.	4	In front of the royal family, Joseph and Étienne effectively sent a basket carrying animals into the air.	Drag and Drop/Click and Pop	RI.6.2										
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6	Although raccoons eat plants, they are also <u>capable hunters and fishers</u> . Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u> . In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u> . Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation .	Select in Passage	L.6.4.a																		

ELA: Grade 6 - TTS							
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7	<table border="1"> <tr> <th>Word in Passage</th> <th>Meaning of Word</th> </tr> <tr> <td>appoints</td> <td>chooses</td> </tr> </table>	Word in Passage	Meaning of Word	appoints	chooses	Drag and Drop/Click and Pop	L.6.4.a
Word in Passage	Meaning of Word						
appoints	chooses						
8	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8				
9	<u>The cat seemed to melt into Stacey's arms and began to purr.</u>	Drag and Drop/Click and Pop	W.6.3.b				
9	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered / <u>ruined</u>] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [<u>wandered</u> / strode] out of his room to greet the day.</p>	Select in Passage	W.6.3.d				
10	<input checked="" type="radio"/> However,	Multiple-Choice Single-Select	W.6.4				
11	<p>Part A</p> <p>In sentence 9 of the student's paragraph, which follows, six words are underlined. Select the underlined word that is spelled incorrectly.</p> <p>Anderson was <u>convinced</u> that there had to be a better <u>solution</u>, and she started to skech what she was <u>picturing</u> in her mind: a blade that could be <u>operated</u> from inside the <u>vehicle</u>.</p> <p>Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <p><input type="text" value="sketch"/></p>	Multipart	L.6.2				

ELA: Grade 6 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
12	<input checked="" type="radio"/> Sentence 12	Multiple-Choice Single-Select	W.6.4
13	<input checked="" type="radio"/> pair	Multiple-Choice Single-Select	L.2.1.a
14	<input checked="" type="checkbox"/> Sophie helps feed the horses, too. <input type="checkbox"/> Sophie and Brandon are good friends. <input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.	Multiple-Choice Multiple-Select	W.2.2
15	Love , _____ Kristin	Drag and Drop/Click and Pop	L.2.2.b
16	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
17	Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. However, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year. For these reasons, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.	Drag and Drop/Click and Pop	W.6.1.c
18	<input checked="" type="radio"/> "Nationwide, at least 10 medical schools teach cooking as a form of medicine, according to the medical journal <i>Population Health Management</i> ." (paragraph 8)	Multiple-Choice Single-Select	RI.6.8
19	<input checked="" type="checkbox"/> A doctor teaches a free meal-preparation class to patients at a local clinic. <input checked="" type="checkbox"/> A doctor shares a recipe containing foods that could help ease a patient's stomach pain.	Multiple-Choice Multiple-Select	RI.6.2
20	<input checked="" type="checkbox"/> "The salmon uses healthy fats to add flavor and make the patient feel full, she explained." (paragraph 23) <input type="checkbox"/> "A salad with Greek yogurt dressing was also served." (paragraph 27) <input checked="" type="checkbox"/> "He and his teammates chose their recipe because they learned that pickled foods and yogurt can improve gut health." (paragraph 29)	Multiple-Choice Multiple-Select	RI.6.1

ELA: Grade 6 - TTS																									
Item Number	Correct Answer			Item Type	Item Alignment																				
21	<input checked="" type="radio"/> "... the Edible Schoolyard doesn't use any chemical fertilizers ..." (paragraph 5)			Multiple-Choice Single-Select	RI.6.1																				
22	<p style="text-align: center;">Part A</p> <p>The main idea expressed in the section titled "The Slow Food Movement" is that people should</p> <div style="border: 1px solid blue; padding: 5px; margin: 5px 0;"> <input checked="" type="radio"/> pay attention to the sources of their food. </div> <p style="text-align: center;">Part B</p> <p>Which sentence from the passage best shows that the ESY students would agree with the main idea identified in part A?</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <input type="radio"/> "One year, they planted beets in the shape of a heart, growing a living heart-beet!" (paragraph 4) </div> <div style="border: 1px solid blue; padding: 5px; margin: 5px 0;"> <input checked="" type="radio"/> "They plant their crops by hand, build frames out of bamboo to support plants, learn about the seasons in the garden, and maintain the compost pile." (paragraph 4) </div>			Multipart	RI.6.2																				
23	<input checked="" type="radio"/> "Each day, the students make delicious, healthy dishes. They gather together to share what they have prepared." (paragraph 5)			Multiple-Choice Single-Select	RI.6.9																				
24	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Statements</th> <th style="width: 15%;">"Cooking as Medicine"</th> <th style="width: 15%;">"Growing a Schoolyard Garden"</th> <th style="width: 15%;">Both Passages</th> </tr> </thead> <tbody> <tr> <td>Growing crops can teach people how to work together.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>People should eat foods grown by local farmers.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td>The right foods can improve people's health problems.</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Cooking is a skill that helps people make healthy choices.</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </tbody> </table>			Statements	"Cooking as Medicine"	"Growing a Schoolyard Garden"	Both Passages	Growing crops can teach people how to work together.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	People should eat foods grown by local farmers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	The right foods can improve people's health problems.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cooking is a skill that helps people make healthy choices.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Table	RI.6.9
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ELA: Grade 6 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
25	 <p>This is a prompt typing space.</p> <p>Words (6)</p>	Constructed Response	W.6.9

[Grade 6 Constructed Response Scoring Rubric](#)

ELA Grade 6 Constructed Response Test Answer Key



ELA: Grade 6 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
			W.6.9

[ELA Grades 6-8 Scoring Rubric](#)

ELA Grade 7 Practice Test Answer Key



ELA: Grade 7			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input type="radio"/> Newton's scientific research prepared him for his work at the Mint.	Multiple-Choice Single-Select	RI.7.7
2	In paragraph 3, the author explains that before 1662, counterfeiters were able to <input type="text" value="trick others into accepting their coins"/> because <input type="text" value="pictures on real coins could be unclear."/> .	Drop-Down	RI.7.3
3	<input type="radio"/> The engraving sent a message to counterfeiters.	Multiple-Choice Single-Select	L.7.5
4	<input type="radio"/> As Master of the Mint, Isaac Newton played a significant role in fighting the common crime of counterfeiting.	Multiple-Choice Single-Select	RI.7.2
5	<input checked="" type="checkbox"/> "Records also show that Newton himself tracked down criminals to their lairs and interrogated them in person." (paragraph 7) <input checked="" type="checkbox"/> "Newton worked full-time to convict master counterfeiter William Chaloner." (paragraph 7)	Multiple-Choice Multiple-Select	RI.7.1
6	<p style="text-align: center;">Part A</p> <p><input type="radio"/> By describing its practical benefits for Newton</p> <p style="text-align: center;">Part B</p> <p>One of Newton's many secrets was that he had practiced alchemy. This scorned, often-illegal attempt to change ordinary metals into gold increased Newton's knowledge of metallurgy. He had even built equipment for these secret experiments in Cambridge. The scientist did not believe alchemy was magic or evil, as some claimed. Newton's skills as an alchemist helped him measure the purity of the Mint's coins, assay the amount of precious metal in foreign coins, and identify counterfeit ones.</p>	Multipart	RI.7.6

ELA: Grade 7									
Item Number	Correct Answer			Item Type	Item Alignment				
7	Actions Intended to Prevent Counterfeiting	Newton's Actions	Actions of Others	Table	RI.7.3				
	Introduced machinery to the mint	<input type="radio"/>	<input checked="" type="radio"/>						
	Decided to withdraw handmade coins from use	<input type="radio"/>	<input checked="" type="radio"/>						
	Questioned accused counterfeiters in prisons	<input checked="" type="radio"/>	<input type="radio"/>						
	Hired individuals to find where counterfeiters hid their equipment	<input checked="" type="radio"/>	<input type="radio"/>						
8	<input checked="" type="radio"/> How has technology been used to fight counterfeiting?			Multiple-Choice Single-Select	W.7.7				
9	<p>Although raccoons eat plants, they are also <u>capable</u> hunters and fishers. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u>. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>			Select in Passage	L.6.4.a				
10	<table border="1"> <thead> <tr> <th>Word in Passage</th> <th>Meaning of Word</th> </tr> </thead> <tbody> <tr> <td>appoints</td> <td>chooses</td> </tr> </tbody> </table>		Word in Passage	Meaning of Word	appoints	chooses		Drag and Drop/Click and Pop	L.6.4.a
Word in Passage	Meaning of Word								
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11	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered/ ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered/ strode] out of his room to greet the day.</p>			Select in Passage	W.6.3.d				
12	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u>However</u>, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. <u>For instance</u>, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p><u>For these reasons</u>, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>			Drag and Drop/Click and Pop	W.6.1.c				
13	<input checked="" type="radio"/> pair			Multiple-Choice Single-Select	L.2.1.a				

ELA: Grade 7			
Item Number	Correct Answer	Item Type	Item Alignment
14	<p style="text-align: center;">Part A</p> <p>Which word from sentence 1 is misspelled?</p> <p><input type="radio"/> Unfortunately</p> <p><input type="radio"/> creatures</p> <p><input type="radio"/> endangered</p> <p><input checked="" type="radio"/> specis</p> <p style="text-align: center;">Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <p>species</p>	Multipart	L.7.2
15	<p>Traveling ▼ great distances during their lives, they live in oceans all over the world.</p>	Drop-Down	L.7.1
16	<p><input checked="" type="radio"/> We must keep the oceans clean, adjust shipping paths, and protect them from getting tangled accidentally in fishing nets.</p>	Multiple-Choice Single-Select	W.7.5
17	<p><input checked="" type="radio"/> Removing "you all know"</p>	Multiple-Choice Single-Select	W.7.4
18	<p><input checked="" type="checkbox"/> Sophie helps feed the horses, too.</p> <p><input type="checkbox"/> Sophie and Brandon are good friends.</p> <p><input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.</p>	Multiple-Choice Multiple-Select	W.2.2
19	<p style="text-align: center;">Love , — Kristin</p>	Drag and Drop/Click and Pop	L.2.2.b

ELA: Grade 7			
Item Number	Correct Answer	Item Type	Item Alignment
20	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8
21	The cat seemed to melt into Stacey's arms and began to purr.	Drag and Drop/Click and Pop	W.6.3.b
22	<input checked="" type="radio"/> himself	Multiple-Choice Single-Select	L.6.1.b
23	<input checked="" type="checkbox"/> The animal imagery that suggests power and strength <input checked="" type="checkbox"/> The presence of symbols associated with kings	Multiple-Choice Multiple-Select	RI.7.1
24	<input checked="" type="radio"/> Paragraph 2	Multiple-Choice Single-Select	RI.7.7
25	<input checked="" type="checkbox"/> The probable source of the azurite for the blue paint <input type="checkbox"/> The birthplace of the kings Khufu and Khafre <input checked="" type="checkbox"/> The region where the alabaster for the temple floor came from	Multiple-Choice Multiple-Select	RI.7.7
26	<input checked="" type="radio"/> "Around 220 B.C., Qin Shi Huang, the Qin dynasty's first emperor of a unified China, ordered that earlier fortifications between states be removed and a number of existing walls along the northern border be joined into a single system . . ." (paragraph 3)	Multiple-Choice Single-Select	RI.7.1
27	The Great Wall is considered both <input type="text" value="a monumental accomplishment"/> and a symbol of China's <input type="text" value="enduring culture."/>	Drop-Down	RI.7.2
28	<input checked="" type="radio"/> Although the successful invasion of the Manchus represented the failure of the Great Wall's original purpose, in the following years the Great Wall has become one of the most popular and celebrated monuments in the world.	Multiple-Choice Single-Select	RI.7.2

ELA: Grade 7						
Item Number	Correct Answer				Item Type	Item Alignment
29	Phrase	"Guardian on the Plateau"	"The Great Wall of China"	Both	Table	RI.7.9
	Describes the spiritual meaning of the structure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Explains where the materials used to build the structure came from	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		
	Cites specific occurrences that have damaged the structure	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
	Provides reasons for the fame and popularity of the structure	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		
30	<p>This is a prompt typing space.</p> <p>Words (6)</p>				Constructed Response	W.7.9

[Grade 7 Constructed Response Scoring Rubric](#)

ELA Grade 7 Practice Test Answer Key - TTS

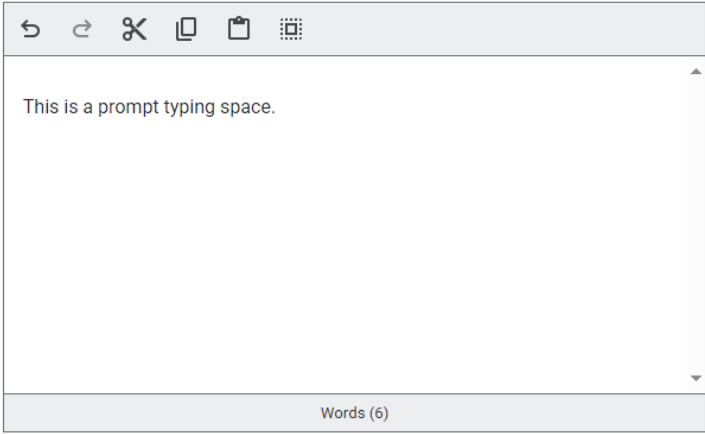


ELA: Grade 7 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input type="radio"/> Newton's scientific research prepared him for his work at the Mint.	Multiple-Choice Single-Select	RI.7.7
2	<input type="radio"/> The engraving sent a message to counterfeiters.	Multiple-Choice Single-Select	L.7.5
3	<input type="radio"/> As Master of the Mint, Isaac Newton played a significant role in fighting the common crime of counterfeiting.	Multiple-Choice Single-Select	RI.7.2
4	<input checked="" type="checkbox"/> "Records also show that Newton himself tracked down criminals to their lairs and interrogated them in person." (paragraph 7) <input checked="" type="checkbox"/> "Newton worked full-time to convict master counterfeiter William Chaloner." (paragraph 7)	Multiple-Choice Multiple-Select	RI.7.1
5	<p style="text-align: center;">Part A</p> <input type="radio"/> By describing its practical benefits for Newton	Multipart	RI.7.6
	<p style="text-align: center;">Part B</p> <p>One of Newton's many secrets was that he had practiced alchemy. This scorned, often-illegal attempt to change ordinary metals into gold increased Newton's knowledge of metallurgy. He had even built equipment for these secret experiments in Cambridge. The scientist did not believe alchemy was magic or evil, as some claimed. Newton's skills as an alchemist helped him measure the purity of the Mint's coins, assay the amount of precious metal in foreign coins, and identify counterfeit ones.</p>		

ELA: Grade 7 - TTS									
Item Number	Correct Answer			Item Type	Item Alignment				
6	Actions Intended to Prevent Counterfeiting	Newton's Actions	Actions of Others	Table	RI.7.3				
	Introduced machinery to the mint	<input type="radio"/>	<input checked="" type="radio"/>						
	Decided to withdraw handmade coins from use	<input type="radio"/>	<input checked="" type="radio"/>						
	Questioned accused counterfeiters in prisons	<input checked="" type="radio"/>	<input type="radio"/>						
	Hired individuals to find where counterfeiters hid their equipment	<input checked="" type="radio"/>	<input type="radio"/>						
7	<input checked="" type="radio"/> How has technology been used to fight counterfeiting?			Multiple-Choice Single-Select	W.7.7				
8	<p>Although raccoons eat plants, they are also <u>capable</u> hunters and fishers. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u>. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>			Select in Passage	L.6.4.a				
9	<table border="1"> <thead> <tr> <th>Word in Passage</th> <th>Meaning of Word</th> </tr> </thead> <tbody> <tr> <td>appoints</td> <td>chooses</td> </tr> </tbody> </table>		Word in Passage	Meaning of Word	appoints	chooses		Drag and Drop/Click and Pop	L.6.4.a
Word in Passage	Meaning of Word								
appoints	chooses								
10	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered/ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered/strode] out of his room to greet the day.</p>			Select in Passage	W.6.3.d				
11	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u>However</u>, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. <u>For instance</u>, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p><u>For these reasons</u>, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>			Drag and Drop/Click and Pop	W.6.1.c				
12	<input checked="" type="radio"/> pair			Multiple-Choice Single-Select	L.2.1.a				

ELA: Grade 7 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
13	<p>Part A</p> <p>Which word from sentence 1 is misspelled?</p> <p><input type="radio"/> Unfortunately</p> <p><input type="radio"/> creatures</p> <p><input type="radio"/> endangered</p> <p><input checked="" type="radio"/> specis</p> <p>Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <p>species</p>	Multipart	L.7.2
14	<input checked="" type="radio"/> We must keep the oceans clean, adjust shipping paths, and protect them from getting tangled accidentally in fishing nets.	Multiple-Choice Single-Select	W.7.5
15	<input checked="" type="radio"/> Removing "you all know"	Multiple-Choice Single-Select	W.7.4
16	<p><input checked="" type="checkbox"/> Sophie helps feed the horses, too.</p> <p><input type="checkbox"/> Sophie and Brandon are good friends.</p> <p><input checked="" type="checkbox"/> Sometimes Sophie brushes the dogs and cats.</p>	Multiple-Choice Multiple-Select	W.2.2
17	<p>Love ,</p> <p>—</p> <p>Kristin</p>	Drag and Drop/Click and Pop	L.2.2.b
18	<p><input checked="" type="checkbox"/> "Making Kites Fly Higher"</p> <p><input type="checkbox"/> "Ben Franklin's Best Idea"</p> <p><input type="checkbox"/> "Five Perfect Kite Beaches"</p> <p><input checked="" type="checkbox"/> "How to Design a Simple Kite"</p>	Multiple-Choice Multiple-Select	W.6.8

ELA: Grade 7 - TTS																							
Item Number	Correct Answer	Item Type	Item Alignment																				
19	<u>The cat seemed to melt into Stacey's arms and began to purr.</u>	Drag and Drop/Click and Pop	W.6.3.b																				
20	<input checked="" type="radio"/> himself	Multiple-Choice Single-Select	L.6.1.b																				
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24	<input checked="" type="radio"/> "Around 220 B.C., Qin Shi Huang, the Qin dynasty's first emperor of a unified China, ordered that earlier fortifications between states be removed and a number of existing walls along the northern border be joined into a single system . . ." (paragraph 3)	Multiple-Choice Single-Select	RI.7.1																				
25	<input checked="" type="radio"/> Although the successful invasion of the Manchus represented the failure of the Great Wall's original purpose, in the following years the Great Wall has become one of the most popular and celebrated monuments in the world.	Multiple-Choice Single-Select	RI.7.2																				
26	<table border="1"> <thead> <tr> <th>Phrase</th> <th>"Guardian on the Plateau"</th> <th>"The Great Wall of China"</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>Describes the spiritual meaning of the structure</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Explains where the materials used to build the structure came from</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Cites specific occurrences that have damaged the structure</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Provides reasons for the fame and popularity of the structure</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>	Phrase	"Guardian on the Plateau"	"The Great Wall of China"	Both	Describes the spiritual meaning of the structure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Explains where the materials used to build the structure came from	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Cites specific occurrences that have damaged the structure	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Provides reasons for the fame and popularity of the structure	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Table	RI.7.9
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ELA: Grade 7 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
27	 <p>This is a prompt typing space.</p> <p>Words (6)</p>	Constructed Response	W.7.9

[Grade 7 Constructed Response Scoring Rubric](#)

ELA Grade 7 Constructed Response Test Answer Key



ELA: Grade 7 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
	<p>This is a prompt typing space.</p> <p>Words (6)</p>		W.7.9

[ELA Grades 6-8 Scoring Rubric](#)

ELA Grade 8 Practice Test Answer Key



ELA: Grade 8											
Item Number	Correct Answer	Item Type	Item Alignment								
1	<input checked="" type="radio"/> Paragraph 3	Multiple-Choice Single-Select	RI.8.1								
2	<p>Part A</p> <p>According to the passage and the graphic, a reader can infer that the best time for an athlete to compete is between</p> <p><input type="radio"/> 6:00 and 7:30 A.M.</p> <p><input type="radio"/> 7:30 and 10:00 A.M.</p> <p><input checked="" type="radio"/> 2:00 and 5:00 P.M.</p> <p>Part B</p> <p>Which paragraph best supports the answer to part A?</p> <p><input checked="" type="radio"/> Paragraph 4</p>	Multipart	RI.8.7								
3	<table border="1"> <tr> <td>1</td> <td>Light cues travel through the retina and hit cells.</td> </tr> <tr> <td>2</td> <td>Cells send chemicals to the brain.</td> </tr> <tr> <td>3</td> <td>Approximately 20,000 neurons are activated.</td> </tr> <tr> <td>4</td> <td>Hormones keep the body on schedule.</td> </tr> </table>	1	Light cues travel through the retina and hit cells.	2	Cells send chemicals to the brain.	3	Approximately 20,000 neurons are activated.	4	Hormones keep the body on schedule.	Drag and Drop/Click and Pop	RI.8.3
1	Light cues travel through the retina and hit cells.										
2	Cells send chemicals to the brain.										
3	Approximately 20,000 neurons are activated.										
4	Hormones keep the body on schedule.										
4	<input checked="" type="radio"/> waking people up in the morning.	Multiple-Choice Single-Select	L.8.5								
5	consistently <i>adverb</i> 1. with regularity 2. with true character 3. with equal value 4. with firmness	Select in Passage	L.8.4								

ELA: Grade 8															
Item Number	Correct Answer	Item Type	Item Alignment												
6	<p>The body's circadian rhythms affect daily activities and health in many ways, so research is being done to see if they can be changed and controlled.</p> <input checked="" type="radio"/>	Multiple-Choice Single-Select	RI.8.2												
7	<table border="1"> <thead> <tr> <th>Research Question</th> <th>Answered in Passage</th> <th>Not Answered in Passage</th> </tr> </thead> <tbody> <tr> <td>What resets a person's internal clock each day?</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Do all animals follow circadian rhythms?</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>What are some health risks of working at night?</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Research Question	Answered in Passage	Not Answered in Passage	What resets a person's internal clock each day?	<input checked="" type="radio"/>	<input type="radio"/>	Do all animals follow circadian rhythms?	<input type="radio"/>	<input checked="" type="radio"/>	What are some health risks of working at night?	<input checked="" type="radio"/>	<input type="radio"/>	Table	W.8.9
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8	<p>Although raccoons eat plants, they are also <u>capable</u> hunters and fishers. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u>. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>	Select in Passage	L.6.4.a												
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11	<p>Love , — Kristin</p>	Drag and Drop/Click and Pop	L.2.2.b												
12	<p>The alpaca fleece makes warm blankets and rugs.</p>	Select in Passage	W.2.8												

ELA: Grade 8			
Item Number	Correct Answer	Item Type	Item Alignment
20	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8
21	The cat seemed to melt into Stacey's arms and began to purr.	Drag and Drop/Click and Pop	W.6.3.b
22	<input checked="" type="radio"/> The balloons need to stay within a broadcasting range, but wind currents can move them off course.	Multiple-Choice Single-Select	RI.8.7
23	<input checked="" type="radio"/> Balloons used to transmit Internet signals may one day serve as an alternative connection source in areas where fiber lines and cell towers are unaffordable.	Multiple-Choice Single-Select	RI.8.2
24	Controlling the balloons is a massive computational challenge, DeVaul said. Fortunately, he added, "at Google we've got a bunch of really clever computer scientists and a lot of computing power. We now believe we can make the rest of this work, technically." Google, of course, has an interest in helping more people get on the Internet. The multibillion-dollar tech giant makes most of its money by showing ads to consumers who use Google's online services.	Select in Passage	RI.8.8
25	Part A <input checked="" type="radio"/> It allows energy to be stored longer. Part B <input checked="" type="radio"/> "The salt can stay hot for weeks and be used to produce steam as needed." (paragraph 13)	Multipart	RI.8.3

ELA: Grade 8											
Item Number	Correct Answer	Item Type	Item Alignment								
26	<table border="1"> <tr> <td>1.</td> <td>Mirrors track the sun across the sky.</td> </tr> <tr> <td>2.</td> <td>Sunlight is reflected onto the top of a tower.</td> </tr> <tr> <td>3.</td> <td>Water is heated to boiling.</td> </tr> <tr> <td>4.</td> <td>Steam turns turbines to produce electricity.</td> </tr> </table>	1.	Mirrors track the sun across the sky.	2.	Sunlight is reflected onto the top of a tower.	3.	Water is heated to boiling.	4.	Steam turns turbines to produce electricity.	Drag and Drop/Click and Pop	RI.8.7
1.	Mirrors track the sun across the sky.										
2.	Sunlight is reflected onto the top of a tower.										
3.	Water is heated to boiling.										
4.	Steam turns turbines to produce electricity.										
27	<p>According to the passage, California plans to reduce the burning of fossil fuels by</p> <p>obtaining one-third of its energy from renewable sources. ▾</p>	Drop-Down	RI.8.2								
28	<p><input checked="" type="radio"/> Explaining the intended use of each of the technologies</p>	Multiple-Choice Single-Select	RI.8.5								
29	<p><input checked="" type="checkbox"/> Details about potential uncontrollable elements that could limit the effectiveness of the technologies</p> <p><input type="checkbox"/> Plans for raising the height of each technology to increase the amount of people served</p> <p><input type="checkbox"/> Environmental studies to protect ecological habitats from being negatively affected by the technologies</p> <p><input checked="" type="checkbox"/> Concerns about the high costs of developing the technologies</p>	Multiple-Choice Multiple-Select	RI.8.1								
30	<p>← → ✂ 📄 📌 📑</p> <p>This is a prompt typing space.</p> <p>Words (6)</p>	Constructed Response	W.8.2								

[Grade 8 Constructed Response Scoring Rubric](#)

ELA Grade 8 Practice Test Answer Key – TTS



ELA: Grade 8 - TTS											
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	<p>The alpaca fleece makes warm blankets and rugs.</p>	Select in Passage	W.2.8												

ELA: Grade 8 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
	A loud truck wakes me <u> </u> every Monday morning.	Drag and Drop/Click and Pop	L.2.1.f
	<input checked="" type="radio"/> preserving	Multiple-Choice Single-Select	W.8.5
	The Congressional Research Service (CRS), a team of researchers at the library <input type="text"/> , provides members of Congress with objective <input type="text"/> information <input type="text"/> about issues such as <input type="text"/> foreign policy, economics, science, and trade.	Drag and Drop/Click and Pop	L.8.2
15	<input checked="" type="radio"/> Sentence 9	Multiple-Choice Single-Select	W.8.5
16	<p>Part A</p> <p><input checked="" type="radio"/> procedures</p> <p>Part B</p> <p>Write the correct spelling of the word in the space provided.</p> <p><input type="text" value="procedures"/></p>	Multipart	L.8.2
17	Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered/ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered/strode] out of his room to greet the day.	Select in Passage	W.6.3.d
	Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u> </u> However <u> </u> , I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. For instance <u> </u> , several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.	Drag and Drop/Click and Pop	W.6.1.c
	For these reasons <u> </u> , I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.		

ELA: Grade 8 - TTS											
Item Number	Correct Answer	Item Type	Item Alignment								
	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8								
	<u>The cat seemed to melt into Stacey's arms and began to purr.</u>	Drag and Drop/Click and Pop	W.6.3.b								
	<input checked="" type="radio"/> The balloons need to stay within a broadcasting range, but wind currents can move them off course.	Multiple-Choice Single-Select	RI.8.7								
22	<input checked="" type="radio"/> Balloons used to transmit Internet signals may one day serve as an alternative connection source in areas where fiber lines and cell towers are unaffordable.	Multiple-Choice Single-Select	RI.8.2								
23	<p>Part A</p> <input checked="" type="radio"/> It allows energy to be stored longer. <p>Part B</p> <input checked="" type="radio"/> "The salt can stay hot for weeks and be used to produce steam as needed." (paragraph 13)	Multipart	RI.8.3								
24	<table border="1"> <tr> <td>1.</td> <td>Mirrors track the sun across the sky.</td> </tr> <tr> <td>2.</td> <td>Sunlight is reflected onto the top of a tower.</td> </tr> <tr> <td>3.</td> <td>Water is heated to boiling.</td> </tr> <tr> <td>4.</td> <td>Steam turns turbines to produce electricity.</td> </tr> </table>	1.	Mirrors track the sun across the sky.	2.	Sunlight is reflected onto the top of a tower.	3.	Water is heated to boiling.	4.	Steam turns turbines to produce electricity.	Drag and Drop/Click and Pop	RI.8.7
1.	Mirrors track the sun across the sky.										
2.	Sunlight is reflected onto the top of a tower.										
3.	Water is heated to boiling.										
4.	Steam turns turbines to produce electricity.										
25	<input checked="" type="radio"/> Explaining the intended use of each of the technologies	Multiple-Choice Single-Select	RI.8.5								

ELA: Grade 8 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
26	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <input checked="" type="checkbox"/> Details about potential uncontrollable elements that could limit the effectiveness of the technologies </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> Plans for raising the height of each technology to increase the amount of people served </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> Environmental studies to protect ecological habitats from being negatively affected by the technologies </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <input checked="" type="checkbox"/> Concerns about the high costs of developing the technologies </div>	Multiple-Choice Multiple-Select	RI.8.1
27	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> ↶ ↷ ✂ 📄 📌 🔍 </div> <p style="margin-top: 10px;">This is a prompt typing space.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px; text-align: center;"> Words (6) </div>	Constructed Response	W.8.2

[Grade 8 Constructed Response Scoring Rubric](#)

ELA Grade 8 Constructed Response Test Answer Key



ELA: Grade 8 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
	<p>The screenshot shows a text entry interface. At the top, there is a toolbar with icons for undo, redo, cut, copy, and paste. Below the toolbar is a large text area containing the text "This is a prompt typing space." At the bottom of the text area, there is a word count indicator that reads "Words (6)".</p>		W.8.2

[ELA Grades 6-8 Scoring Rubric](#)

ELA Grade 9 Practice Test Answer Key



ELA: Grade 9			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> Alexandra lacked agricultural training but still succeeded at farming.	Multiple-Choice Single-Select	RL.9 - 10.1
2	<input checked="" type="radio"/> A discussion about her brothers reveals Alexandra as accepting of others but also independent.	Multiple-Choice Single-Select	RL.9 - 10.5
3	<p style="text-align: center;">Part A</p> <p>"I think I liked the old Lou and Oscar better, and they probably feel the same about me. I even, if you can keep a secret,"—Carl leaned forward and touched her arm, smiling,—“I even think I liked the old country better. This is all very splendid in its way, but there was something about this country when it was a wild old beast that has haunted me all these years.</p> <p style="text-align: center;">Part B</p> <p><input type="radio"/> It portrays the land as a lost resource.</p> <p><input type="radio"/> It emphasizes the profitability of the land.</p> <p><input type="radio"/> It shows Carl's agitation while on the land.</p> <p><input checked="" type="radio"/> It expresses a sentimental tone about the land.</p>	Multipart	RL.9 - 10.4
4	<p>Paragraphs 14 through 18 primarily develop the plot by</p> <p><input style="width: 100%;" type="text" value="revealing Carl's inner conflict."/></p>	Drop-Down	RL.9 - 10.5

ELA: Grade 9							
Item Number	Correct Answer	Item Type	Item Alignment				
5	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <input checked="" type="checkbox"/> "I'm cowardly about things that remind me of myself. It took courage to come at all, Alexandra." (paragraph 12) </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <input type="checkbox"/> "Alexandra, all the way out from New York I've been planning how I could deceive you and make you think me a very enviable fellow, and here I am telling you the truth the first night." (paragraph 14) </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <input checked="" type="checkbox"/> "You see . . . measured by your standards here, I'm a failure." (paragraph 15) </div>	Multiple-Choice Multiple-Select	RL.9 - 10.3				
6	<div style="border: 1px solid #0070C0; padding: 5px;"> <input checked="" type="radio"/> Being connected to others is an important part of life. </div>	Multiple-Choice Single-Select	RL.9 - 10.2				
7	<p>Although raccoons eat plants, they are also <u>capable hunters and fishers</u>. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u>. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>	Select in Passage	L.6.4.a				
8	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #D9E1F2;">Word in Passage</th> <th style="background-color: #D9E1F2;">Meaning of Word</th> </tr> </thead> <tbody> <tr> <td>appoints</td> <td>chooses</td> </tr> </tbody> </table>	Word in Passage	Meaning of Word	appoints	chooses	Drag and Drop/Click and Pop	L.6.4.a
Word in Passage	Meaning of Word						
appoints	chooses						
9	<p>Jack woke up early on the morning of his speech. He rolled out of bed with a tightness in his stomach, and his head buzzed with the words he had practiced. He picked up the piece of paper that contained the text of his speech. It was worn and [tattered/ ruined] from the many times he had held it and studied it. But the words filled him with pride. He had worked very hard on the speech, and now he was ready. His confidence returned, and he [wandered/ strode] out of his room to greet the day.</p>	Select in Passage	W.6.3.d				
10	<p>Maxwell Middle School requires all students to complete ten hours of community service before they can attend the end-of-the-year trip. <u>However</u>, I believe that in some cases, students should be allowed to go on the school trip even if they have not finished their community service hours. <u>For instance</u>, several students have done nine hours. Often these students meant to complete their hours but could not because of illness or other events beyond their control. The trip occurs at the end of April. There will still be time for students who have finished nine hours to complete one more hour before the end of the school year.</p> <p><u>For these reasons</u>, I suggest that any student who is only one hour away from meeting the requirement be allowed to go on the trip if he or she schedules a date for making up the missing hour when we get back from the trip.</p>	Drag and Drop/Click and Pop	W.6.1.c				

ELA: Grade 9			
Item Number	Correct Answer	Item Type	Item Alignment
11	<p>Part A</p> <p><input checked="" type="radio"/> basic building blocks</p> <p>Part B</p> <p>In paragraph 2 of the passage, which follows, four phrases are underlined. Select the underlined phrase that best supports the answer to part A.</p> <p>Think atoms and molecules, and now you're there. <u>You're down at the nanoscale, where scientists are learning about these fundamental components of matter and are putting them to use in beneficial ways.</u></p>	Multipart	L.9 - 10.4
12	<p><input checked="" type="radio"/> The surface area becomes larger when an object is broken into smaller parts.</p>	Multiple-Choice Single-Select	RI.9 - 10.7
13	<p>repellent surfaces. Today, these coatings are used to make stain-proof clothing and anti-icing coatings for airplane wings and wind turbines Scientists are also creating antimicrobial surfaces that mimic the nanoscale structures on cicada wings.</p>	Select in Passage	RI.9 - 10.5
14	<p>Part A</p> <p>Based on the passage, what is the main reason nanotechnology is useful to scientists?</p> <p><input checked="" type="radio"/> Materials at the nanoscale have multiple surfaces and properties.</p> <p>Part B</p> <p>Which quotation from the passage best demonstrates the answer to part A?</p> <p><input type="radio"/> "Nanotechnology is the study and application of extremely small things and is used across all other science fields, such as chemistry, biology, physics, materials science, and engineering." (paragraph 4)</p> <p><input checked="" type="radio"/> "... materials can have different properties at the nanoscale—some are better at conducting electricity or heat, some are stronger, some have different magnetic properties, and some reflect light better or change colors depending on their size." (paragraph 5)</p>	Multipart	RI.9 - 10.2

ELA: Grade 9											
Item Number	Correct Answer	Item Type	Item Alignment								
15	<table border="1"> <thead> <tr> <th>Paragraph</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>Paragraph 6</td> <td>To introduce one reason nanoscale materials behave differently from larger materials</td> </tr> <tr> <td>Paragraph 9</td> <td>To demonstrate the size of the nanoscale</td> </tr> <tr> <td>Paragraph 13</td> <td>To state a difference between nanoscale materials in nature and those created by scientists</td> </tr> </tbody> </table>	Paragraph	Purpose	Paragraph 6	To introduce one reason nanoscale materials behave differently from larger materials	Paragraph 9	To demonstrate the size of the nanoscale	Paragraph 13	To state a difference between nanoscale materials in nature and those created by scientists	Drag and Drop/Click and Pop	RI.9 - 10.6
Paragraph	Purpose										
Paragraph 6	To introduce one reason nanoscale materials behave differently from larger materials										
Paragraph 9	To demonstrate the size of the nanoscale										
Paragraph 13	To state a difference between nanoscale materials in nature and those created by scientists										
16	<input checked="" type="checkbox"/> The natural world contains solutions to many human design problems. <input type="checkbox"/> Technology based on natural structures is less harmful to the environment than other technology. <input checked="" type="checkbox"/> Many naturally occurring systems already operate on the nanoscale.	Multiple-Choice Multiple-Select	RI.9 - 10.2								
17	<input checked="" type="checkbox"/> A textbook chapter titled "Designing from Nature: How Engineers Find Inspiration in their Surroundings" <input type="checkbox"/> An article from an architecture magazine called "Learning from Termites How to Create Buildings that Last" <input checked="" type="checkbox"/> A story on the National Science Academies Web site titled "The Smaller the Better: How Surface Area Contributes to Nanotechnology"	Multiple-Choice Multiple-Select	W.9 - 10.8								
18	<input checked="" type="checkbox"/> "Making Kites Fly Higher" <input type="checkbox"/> "Ben Franklin's Best Idea" <input type="checkbox"/> "Five Perfect Kite Beaches" <input checked="" type="checkbox"/> "How to Design a Simple Kite"	Multiple-Choice Multiple-Select	W.6.8								
19	<p style="text-align: center;">A loud truck wakes me <u> </u> every Monday morning.</p>	Drag and Drop/Click and Pop	L.2.1.f								
20	<input checked="" type="checkbox"/> "Furthermore, wildlife that depends on native plants for food and shelter suffer when purple loosestrife moves in." (Paragraph 2) <input type="checkbox"/> "Today, purple loosestrife grows in almost every U.S. state." (Paragraph 4) <input type="checkbox"/> "Its seeds are small and lightweight." (Paragraph 5) <input checked="" type="checkbox"/> "A breeze or the gentle current of a stream is enough to carry purple loosestrife seeds to new territory where it can vanquish native vegetation." (Paragraph 5)	Multiple-Choice Multiple-Select	RI.6.8								

ELA: Grade 9			
Item Number	Correct Answer	Item Type	Item Alignment
21	The alpaca fleece makes warm blankets and rugs.	Select in Passage	W.2.8
22	<u>The cat seemed to melt into Stacey's arms and began to purr.</u>	Drag and Drop/Click and Pop	W.6.3.b
23	Because Congress had <input type="text" value="lowered the age for military service to 18,"/> many young people were <input type="text" value="forced to fight in the Vietnam War,"/> which eventually contributed to the passage of the Twenty-Sixth Amendment.	Drop-Down	RI.9 - 10.3
24	<input checked="" type="checkbox"/> The Twenty-Sixth Amendment established residency requirements that often make voting difficult for college students. <input checked="" type="checkbox"/> The courts have played a key role in determining the minimum age of voters in local, state, and national elections.	Multiple-Choice Multiple-Select	RI.9 - 10.2
25	<input checked="" type="radio"/> "Most courts hearing similar cases have agreed, determining that election officials are not allowed to single out college students and ask if they intend to stay at their location after they finish school." (paragraph 9)	Multiple-Choice Single-Select	RI.9 - 10.8
26	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> ↶ ↷ ✂ 📄 📌 🔍 </div> <p style="margin-top: 10px;">This is a prompt typing space.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px; text-align: center;"> Words (6) </div>	Constructed Response	W.9 - 10.9

ELA: Grade 9						
Item Number	Correct Answer			Item Type	Item Alignment	
27	Description	"Rock the Vote"	"The Twenty-Sixth Amendment"	Both	Table	RI.9 - 10.6
	Explains why the voting age was lowered in 1971	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		
	Traces the history of legal battles about the voting age	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
	Provides an international perspective on the voting age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Discusses research on lowering the voting age to 16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
28	<input checked="" type="radio"/> Whether lowering the voting age to 16 would be likely to increase youth turnout			Multiple-Choice Single-Select	RI.9 - 10.7	

[Grade 9 Constructed Response Scoring Rubric](#)

ELA Grade 9 Practice Test Answer Key - TTS



ELA: Grade 9 - TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> Alexandra lacked agricultural training but still succeeded at farming.	Multiple-Choice Single-Select	RL.9 - 10.1
2	<input checked="" type="radio"/> A discussion about her brothers reveals Alexandra as accepting of others but also independent.	Multiple-Choice Single-Select	RL.9 - 10.5
3	<p style="text-align: center;">Part A</p> <p>"I think I liked the old Lou and Oscar better, and they <u>probably feel the same about me</u>. I even, if you can keep a secret,"—Carl leaned forward and touched her arm, smiling,—“I even think <u>I liked the old country better</u>. This is <u>all very splendid in its way</u>, but there was something about this country <u>when it was a wild old beast</u> that has haunted me all these years.</p> <p style="text-align: center;">Part B</p> <p><input type="radio"/> It portrays the land as a lost resource.</p> <p><input type="radio"/> It emphasizes the profitability of the land.</p> <p><input type="radio"/> It shows Carl's agitation while on the land.</p> <p><input checked="" type="radio"/> It expresses a sentimental tone about the land.</p>	Multipart	RL.9 - 10.4
4	<p><input checked="" type="checkbox"/> "I'm cowardly about things that remind me of myself. It took courage to come at all, Alexandra." (paragraph 12)</p> <p><input type="checkbox"/> "Alexandra, all the way out from New York I've been planning how I could deceive you and make you think me a very enviable fellow, and here I am telling you the truth the first night." (paragraph 14)</p> <p><input checked="" type="checkbox"/> "You see . . . measured by your standards here, I'm a failure." (paragraph 15)</p>	Multiple-Choice Multiple-Select	RL.9 - 10.3

ELA: Grade 9 - TTS							
Item Number	Correct Answer	Item Type	Item Alignment				
5	<input checked="" type="radio"/> Being connected to others is an important part of life.	Multiple-Choice Single-Select	RL.9 - 10.2				
6	<p>Although raccoons eat plants, they are also <u>capable</u> hunters and fishers. Raccoons commonly search for food in shallow waters and along the banks of ponds and streams. They <u>will eat almost anything</u>. In cities and suburbs, they often cause problems. Raccoons are notorious for knocking over garbage cans while <u>searching for food scraps</u>. Their tendency to trample and dig up plants in gardens has also contributed to their bad reputation.</p>	Select in Passage	L.6.4.a				
7	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Word in Passage</th> <th>Meaning of Word</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">appoints</td> <td style="text-align: center;">chooses</td> </tr> </tbody> </table>	Word in Passage	Meaning of Word	appoints	chooses	Drag and Drop/Click and Pop	L.6.4.a
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11	<p><input checked="" type="radio"/> The surface area becomes larger when an object is broken into smaller parts.</p>	Multiple-Choice Single-Select	RI.9 - 10.7
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Explains why the voting age was lowered in 1971	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																						
Traces the history of legal battles about the voting age	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>																						
Provides an international perspective on the voting age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
Discusses research on lowering the voting age to 16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																						
26	<input checked="" type="radio"/> Whether lowering the voting age to 16 would be likely to increase youth turnout			Multiple-Choice Single-Select	RI.9 - 10.7																				

[Grade 9 Constructed Response Scoring Rubric](#)

ELA Grade 9 Constructed Response Test Answer Key




ELA: Grade 9 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
	<p>The screenshot shows a text entry interface. At the top, there is a toolbar with icons for undo, redo, bold, italic, and bulleted list. Below the toolbar is a large text area containing the text "This is a prompt typing space." At the bottom of the text area, there is a word count indicator that reads "Words (6)".</p>		W.9–10.9


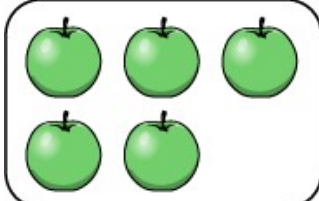
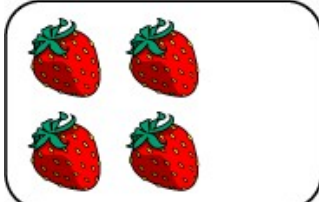
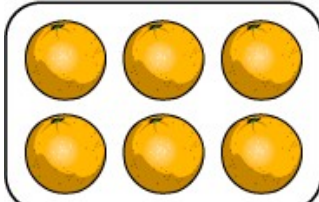
[ELA Grade 9 Scoring Rubric](#)

Math Grade 3 Practice Test Answer Key



Math: Grade 3															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input type="radio"/> 63 ÷ 7	Multiple-Choice Single-Select	3.OA.2/3/4												
2	17 ¢	Drag and Drop/Click and Pop	2.MD.C.8												
3	<table border="1"> <thead> <tr> <th>Shape</th> <th>Is a Quadrilateral</th> <th>Is Not a Quadrilateral</th> </tr> </thead> <tbody> <tr> <td></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Shape	Is a Quadrilateral	Is Not a Quadrilateral		<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	Table	3.G.1
Shape	Is a Quadrilateral	Is Not a Quadrilateral													
	<input type="radio"/>	<input checked="" type="radio"/>													
	<input checked="" type="radio"/>	<input type="radio"/>													
	<input checked="" type="radio"/>	<input type="radio"/>													
4	<input type="text" value="6"/> days	Numeric Entry	3.OA.8												
5	<table border="1"> <thead> <tr> <th>Line Segment</th> <th>Length (inches)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td><input type="text" value="3 3/4"/></td> </tr> <tr> <td>Y</td> <td><input type="text" value="4"/></td> </tr> <tr> <td>Z</td> <td><input type="text" value="2 3/4"/></td> </tr> </tbody> </table>	Line Segment	Length (inches)	X	<input type="text" value="3 3/4"/>	Y	<input type="text" value="4"/>	Z	<input type="text" value="2 3/4"/>	Drag and Drop/Click and Pop	3.MD.4				
Line Segment	Length (inches)														
X	<input type="text" value="3 3/4"/>														
Y	<input type="text" value="4"/>														
Z	<input type="text" value="2 3/4"/>														
6	<input type="text" value="10"/> pounds of nuts	Numeric Entry	3.OA.1/3/4												
7	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
8	<input type="text" value="405"/>	Numeric Entry	3.NBT.2												

Math: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
9	<input checked="" type="radio"/> $\frac{2}{3} > \frac{2}{4}$	Multiple-Choice Single-Select	3.NF.3d
10	<input type="checkbox"/> Four right angles <input checked="" type="checkbox"/> Exactly four sides <input type="checkbox"/> Angles of different sizes <input checked="" type="checkbox"/> Pairs of opposite sides with the same length	Multiple-Choice Multiple-Select	3.G.1
11	<input checked="" type="radio"/> $\diamond \times \star = 35$	Multiple-Choice Single-Select	3.OA.5/6
12	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7
13	<input checked="" type="radio"/> 3	Multiple-Choice Single-Select	3.MD.3
14	<input type="text" value="10"/> pencils	Numeric Entry	3.OA.2/3/4
15	<input type="text" value="108"/> square feet	Numeric Entry	3.MD.7c/7d
16	<input checked="" type="radio"/> $6 \times (4 + 3)$	Multiple-Choice Single-Select	3.OA.5/6
17	<input type="text" value="9"/> : <input type="text" value="21"/>	Numeric Entry	3.MD.1
18	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	3.G.2
19	<input type="checkbox"/> The length is 4 feet, and the width is 6 feet. <input checked="" type="checkbox"/> The length is 7 feet, and the width is 5 feet. <input type="checkbox"/> The length is 8 feet, and the width is 3 feet. <input checked="" type="checkbox"/> The length is 9 feet, and the width is 3 feet.	Multiple-Choice Multiple-Select	3.MD.8
20	<input checked="" type="radio"/> 432	Multiple-Choice Single-Select	2.NBT.A.1

Math: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
21	$8 \times 6 = 48$ $7 = 21 \div 3$ $45 \div 9 = 5$	Numeric Entry	3.OA.7
22	<input checked="" type="radio"/> The fraction $\frac{2}{3}$ can be represented by 1 whole that is partitioned into 3 equal parts, of which 2 parts are shaded.	Multiple-Choice Single-Select	3.NF.1
23	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	2.MD.C.8
24	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; gap: 10px;"> <div style="background-color: #007bff; color: white; padding: 5px 10px; border-radius: 5px;">Odd</div> <div style="border-bottom: 1px dashed black; padding: 5px 10px;">Even</div> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; gap: 10px;"> <div style="border-bottom: 1px dashed black; padding: 5px 10px;">Odd</div> <div style="background-color: #007bff; color: white; padding: 5px 10px; border-radius: 5px;">Even</div> </div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; gap: 10px;"> <div style="border-bottom: 1px dashed black; padding: 5px 10px;">Odd</div> <div style="background-color: #007bff; color: white; padding: 5px 10px; border-radius: 5px;">Even</div> </div> </div>	Select Text	2.OA.C.3
25	<input checked="" type="radio"/> 14 square inches	Multiple-Choice Single-Select	3.MD.5a/5b/6

Math: Grade 3																		
Item Number	Correct Answer	Item Type	Item Alignment															
26	<table border="1"> <thead> <tr> <th>Equation</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>$60 \times 4 = 240$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$5 \times 80 = 400$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$3 \times 40 = 700$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>$9 \times 80 = 170$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>	Equation	True	False	$60 \times 4 = 240$	<input checked="" type="radio"/>	<input type="radio"/>	$5 \times 80 = 400$	<input checked="" type="radio"/>	<input type="radio"/>	$3 \times 40 = 700$	<input type="radio"/>	<input checked="" type="radio"/>	$9 \times 80 = 170$	<input type="radio"/>	<input checked="" type="radio"/>	Table	3.NBT.3
Equation	True	False																
$60 \times 4 = 240$	<input checked="" type="radio"/>	<input type="radio"/>																
$5 \times 80 = 400$	<input checked="" type="radio"/>	<input type="radio"/>																
$3 \times 40 = 700$	<input type="radio"/>	<input checked="" type="radio"/>																
$9 \times 80 = 170$	<input type="radio"/>	<input checked="" type="radio"/>																
27	The result will always be an <input type="text" value="even"/> number, and the digit in the ones place will always be <input type="text" value="0"/> .	Drop-Down	3.OA.9															
28	<p> $\blacktriangle = 6 \times 12$ $\blacktriangle = 12 \times 6$ </p>	Drag and Drop/Click and Pop	3.OA.1/3/4															
29	<p>Part A</p> <p>Point P represents the fraction $\frac{4}{6}$ because the number line from 0 to 1 is partitioned into <input type="text" value="6"/> equal parts of size <input type="text" value="1/6"/>, and the point is <input type="text" value="4"/> lengths of this size from 0.</p> <p>Part B</p> <p>The models that could be used are Model J and <input type="text" value="Model K"/> because <input type="text" value="the area of the shaded parts in each model"/> is the same.</p>	Multipart	3.NF.1															


Math: Grade 3			
Item Number	Correct Answer	Item Type	Item Alignment
30	<p style="text-align: center;">Part A</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> ↶ ↷ ↻ 📄 📄 ☰ Σ Equation Editor </div> <p>Area: $12 \times 8 = 96$ square inches</p> <p>Label size: $1 \times 1 = 1$ square inches</p> <p># of labels = area / Label size</p> <p># of labels = $96 \text{ sq in} / 1 \text{ sq in} = 96$ labels</p> </div> <p style="text-align: center;">Part B</p> <div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; padding-bottom: 5px;"> ↶ ↷ ↻ 📄 📄 ☰ Σ Equation Editor </div> <p># of labels = 96</p> <p># of labels per package = 6</p> <p>To find # of packages of labels needed:</p> <p># of labels / # of labels per package = $96 / 6 = 16$</p> </div>	Multipart/Constructed Response	3.MD.7a/7b


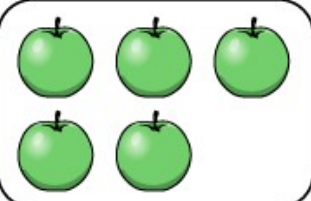

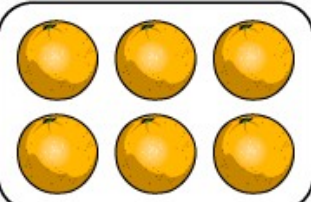
[Grade 3 Constructed Response Scoring Rubric](#)

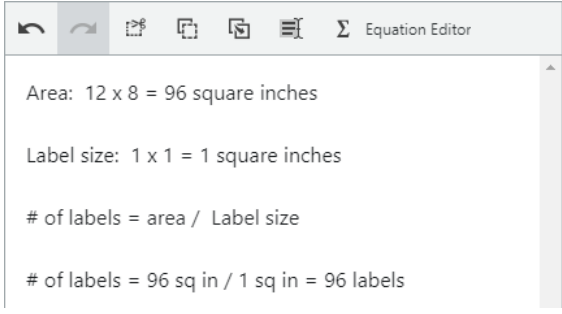
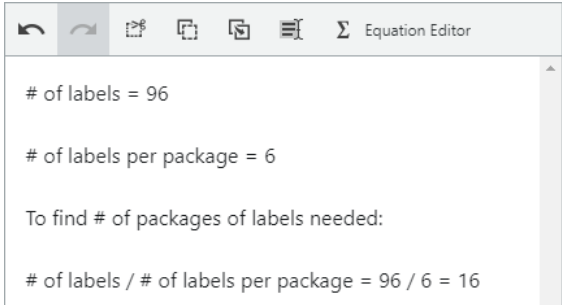
Math Grade 3 Practice Test Answer Key—TTS



Math: Grade 3—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input type="radio"/> 63 ÷ 7	Multiple-Choice Single-Select	3.OA.2/3/4												
2	17 ¢	Drag and Drop/Click and Pop	2.MD.C.8												
3	<table border="1"> <thead> <tr> <th>Shape</th> <th>Is a Quadrilateral</th> <th>Is Not a Quadrilateral</th> </tr> </thead> <tbody> <tr> <td></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Shape	Is a Quadrilateral	Is Not a Quadrilateral		<input type="radio"/>	<input checked="" type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>		<input checked="" type="radio"/>	<input type="radio"/>	Table	3.G.1
Shape	Is a Quadrilateral	Is Not a Quadrilateral													
	<input type="radio"/>	<input checked="" type="radio"/>													
	<input checked="" type="radio"/>	<input type="radio"/>													
	<input checked="" type="radio"/>	<input type="radio"/>													
4	<input type="text" value="6"/> days	Numeric Entry	3.OA.8												
5	<table border="1"> <thead> <tr> <th>Line Segment</th> <th>Length (inches)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td><input type="text" value="3 3/4"/></td> </tr> <tr> <td>Y</td> <td><input type="text" value="4"/></td> </tr> <tr> <td>Z</td> <td><input type="text" value="2 3/4"/></td> </tr> </tbody> </table>	Line Segment	Length (inches)	X	<input type="text" value="3 3/4"/>	Y	<input type="text" value="4"/>	Z	<input type="text" value="2 3/4"/>	Drag and Drop/Click and Pop	3.MD.4				
Line Segment	Length (inches)														
X	<input type="text" value="3 3/4"/>														
Y	<input type="text" value="4"/>														
Z	<input type="text" value="2 3/4"/>														
6	<input type="text" value="10"/> pounds of nuts	Numeric Entry	3.OA.1/3/4												
7	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
8	<input type="text" value="405"/>	Numeric Entry	3.NBT.2												

Math: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
9	<input checked="" type="radio"/> $\frac{2}{3} > \frac{2}{4}$	Multiple-Choice Single-Select	3.NF.3d
10	<input type="checkbox"/> Four right angles <input checked="" type="checkbox"/> Exactly four sides <input type="checkbox"/> Angles of different sizes <input checked="" type="checkbox"/> Pairs of opposite sides with the same length	Multiple-Choice Multiple-Select	3.G.1
11	<input checked="" type="radio"/> $\diamond \times \star = 35$	Multiple-Choice Single-Select	3.OA.5/6
12	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7
13	<input checked="" type="radio"/> 3	Multiple-Choice Single-Select	3.MD.3
14	<input type="text" value="10"/> pencils	Numeric Entry	3.OA.2/3/4
15	<input type="text" value="108"/> square feet	Numeric Entry	3.MD.7c/7d
16	<input checked="" type="radio"/> $6 \times (4 + 3)$	Multiple-Choice Single-Select	3.OA.5/6
17	<input type="text" value="9"/> : <input type="text" value="21"/>	Numeric Entry	3.MD.1
18	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	3.G.2
19	<input type="checkbox"/> The length is 4 feet, and the width is 6 feet. <input checked="" type="checkbox"/> The length is 7 feet, and the width is 5 feet. <input type="checkbox"/> The length is 8 feet, and the width is 3 feet. <input checked="" type="checkbox"/> The length is 9 feet, and the width is 3 feet.	Multiple-Choice Multiple-Select	3.MD.8
20	<input checked="" type="radio"/> 432	Multiple-Choice Single-Select	2.NBT.A.1

Math: Grade 3—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
21	$8 \times 6 = 48$ $7 = 21 \div 3$ $45 \div 9 = 5$	Numeric Entry	3.OA.7
22	<input checked="" type="radio"/> The fraction $\frac{2}{3}$ can be represented by 1 whole that is partitioned into 3 equal parts, of which 2 parts are shaded.	Multiple-Choice Single-Select	3.NF.1
23	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	2.MD.C.8
24	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">Odd</div> <div style="border-bottom: 1px dashed black; width: 20px;"></div> <div>Even</div> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; width: 20px; margin-right: 10px;"></div> <div>Odd</div> <div style="margin-right: 10px;">Even</div> </div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">  </div> <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px dashed black; width: 20px; margin-right: 10px;"></div> <div>Odd</div> <div style="margin-right: 10px;">Even</div> </div> </div>	Select Text	2.OA.C.3
25	<input checked="" type="radio"/> 14 square inches	Multiple-Choice Single-Select	3.MD.5a/5b/6

Math: Grade 3—TTS																		
Item Number	Correct Answer	Item Type	Item Alignment															
26	<table border="1"> <thead> <tr> <th>Equation</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>$60 \times 4 = 240$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$5 \times 80 = 400$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$3 \times 40 = 700$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>$9 \times 80 = 170$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>	Equation	True	False	$60 \times 4 = 240$	<input checked="" type="radio"/>	<input type="radio"/>	$5 \times 80 = 400$	<input checked="" type="radio"/>	<input type="radio"/>	$3 \times 40 = 700$	<input type="radio"/>	<input checked="" type="radio"/>	$9 \times 80 = 170$	<input type="radio"/>	<input checked="" type="radio"/>	Table	3.NBT.3
Equation	True	False																
$60 \times 4 = 240$	<input checked="" type="radio"/>	<input type="radio"/>																
$5 \times 80 = 400$	<input checked="" type="radio"/>	<input type="radio"/>																
$3 \times 40 = 700$	<input type="radio"/>	<input checked="" type="radio"/>																
$9 \times 80 = 170$	<input type="radio"/>	<input checked="" type="radio"/>																
27	<p>▲ = <input type="text" value="6"/> <input type="text" value="×"/> <input type="text" value="12"/></p> <p>▲ = <input type="text" value="12"/> <input type="text" value="×"/> <input type="text" value="6"/></p>	Drag and Drop/Click and Pop	3.OA.1/3/4															
28	<p>Part A</p>  <p>Part B</p> 	Multipart/Constructed Response	3.MD.7a/7b															

[Grade 3 Constructed Response Scoring Rubric](#)

Math Grade 3 Constructed Response Test Answer Key



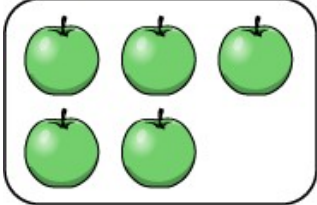
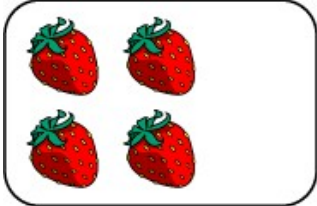
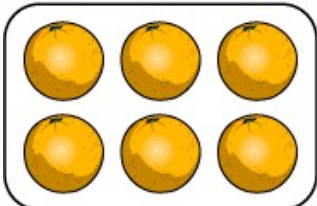
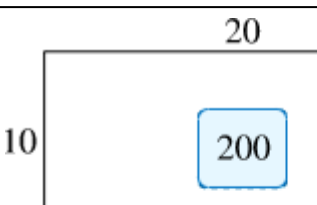
Math: Grade 3 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Part A</p> <p>Part B</p>	Multipart/Constructed Response	3.MD.7a/7b

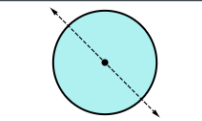
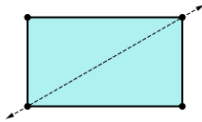
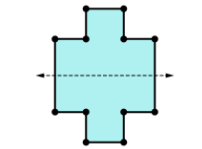
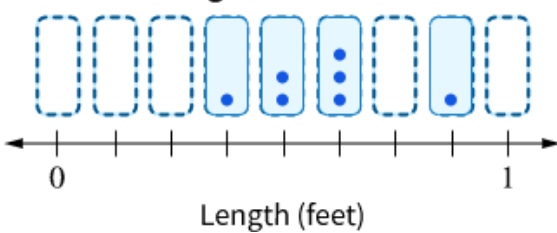
[Mathematics Grade 3 Scoring Rubric](#)


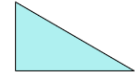

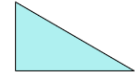

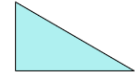
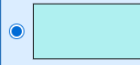
Math Grade 4 Practice Test Answer Key



Math: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/> 23	Multiple-Choice Multiple-Select	4.OA.4
2	4683 seats	Numeric Entry	4.NBT.4
3	$\frac{6}{12} = \frac{4}{8}$	Multiple-Choice Single-Select	4.NF.1
4	Triangle <i>XYZ</i> is an obtuse triangle.	Drop-Down	4.G.2
5		Multiple-Choice Single-Select	2.MD.C.8
6	$24 \times 3 + j = 80$	Multiple-Choice Single-Select	4.OA.3
7	17 ¢	Drag and Drop/Click and Pop	2.MD.C.8
8	$0.06 < 0.10$	Multiple-Choice Single-Select	4.NF.7

Math: Grade 4																			
Item Number	Correct Answer	Item Type	Item Alignment																
9	    Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/>	Select Text	2.OA.C.3																
10	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">20</td> <td style="text-align: center;">+ 6</td> <td></td> </tr> <tr> <td style="text-align: right;">10</td> <td style="text-align: center;"><input type="text" value="200"/></td> <td style="text-align: center;"><input type="text" value="60"/></td> <td></td> </tr> <tr> <td style="text-align: right;">+</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">8</td> <td style="text-align: center;"><input type="text" value="160"/></td> <td style="text-align: center;"><input type="text" value="48"/></td> <td></td> </tr> </table> $26 \times 18 = $ <input type="text" value="468"/>		20	+ 6		10	<input type="text" value="200"/>	<input type="text" value="60"/>		+				8	<input type="text" value="160"/>	<input type="text" value="48"/>		Drag and Drop/Click and Pop	4.NBT.5
	20	+ 6																	
10	<input type="text" value="200"/>	<input type="text" value="60"/>																	
+																			
8	<input type="text" value="160"/>	<input type="text" value="48"/>																	

Math: Grade 4					
Item Number	Correct Answer			Item Type	Item Alignment
11	Shape	Appears to Be a Line of Symmetry	Does Not Appear to Be a Line of Symmetry	Table	4.G.3
		<input checked="" type="radio"/>	<input type="radio"/>		
		<input type="radio"/>	<input checked="" type="radio"/>		
		<input checked="" type="radio"/>	<input type="radio"/>		
12	<input checked="" type="radio"/> 32°			Multiple-Choice Single-Select	4.MD.6
13	<input checked="" type="radio"/> $\frac{4}{8} < \frac{3}{5}$			Multiple-Choice Single-Select	4.NF.2
14	<p style="text-align: center;">Lengths of Lizards</p>  <p style="text-align: center;">Length (feet)</p>			Drag and Drop/Click and Pop	4.MD.4
15	<input checked="" type="radio"/> 432			Multiple-Choice Single-Select	2.NBT.A.1
16	<input checked="" type="radio"/> $(1,400 \div 7) + (35 \div 7)$			Multiple-Choice Single-Select	4.NBT.6
17	<input type="text" value="98"/> degrees			Numeric Entry	4.MD.C.6
18	<input type="text" value="2.05"/>			Numeric Entry	4.NF.6
19	3, <input type="text" value="10"/> , <input type="text" value="17"/> , <input type="text" value="24"/>			Numeric Entry	4.OA.5
20	<input checked="" type="checkbox"/> $\frac{1}{12} + \frac{7}{12}$ <input type="checkbox"/> $\frac{3}{4} + \frac{3}{4} + \frac{2}{4}$ <input checked="" type="checkbox"/> $\frac{3}{12} + \frac{3}{12} + \frac{2}{12}$			Multiple-Choice Multiple-Select	4.NF.3a/3b


Math: Grade 4															
Item Number	Correct Answer	Item Type	Item Alignment												
21	<input type="text" value="60000"/> meters	Numeric Entry	4.MD.1												
22	<table border="1"> <thead> <tr> <th>Shape</th> <th>Appears to Have Parallel Sides</th> <th>Appears to Have a Right Angle</th> </tr> </thead> <tbody> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Shape	Appears to Have Parallel Sides	Appears to Have a Right Angle		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	Table	4.G.2
Shape	Appears to Have Parallel Sides	Appears to Have a Right Angle													
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input checked="" type="checkbox"/>													
23	<input checked="" type="radio"/> 40×12	Multiple-Choice Single-Select	4.MD.3												
24	<input checked="" type="radio"/> $\frac{15}{4}$	Multiple-Choice Single-Select	4.NF.4a/4b/4c												
25	<input type="text" value="4000"/> grams	Numeric Entry	4.MD.2												
26	<input type="text" value="800000"/>	Numeric Entry	4.NBT.1/2/3												
27	All angles are formed by two <input type="text" value="rays"/> that share a common <input type="text" value="endpoint"/>	Drop-Down	4.MD.5a/5b												
28	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	4.G.3												
29	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7												

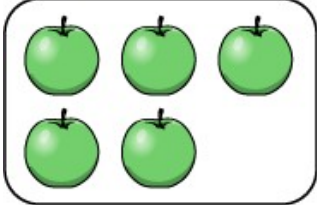
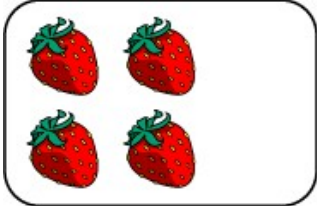
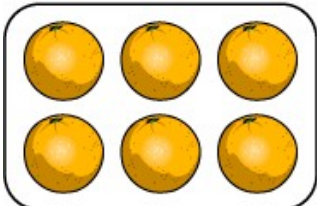
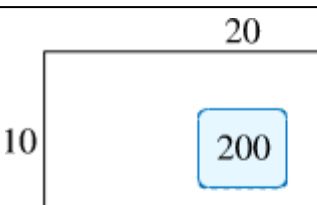
Math: Grade 4			
Item Number	Correct Answer	Item Type	Item Alignment
30	<p>Part A</p> <p>The 8 in 8,439 represents a value of <input type="text" value="8,000"/> while the 2 in 23,857 represents a value of <input type="text" value="20,000"/>.</p> <p>Part B</p> <p><input checked="" type="radio"/> 746 and 512</p> <p>Part C</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Equation Editor</p> <p>Joni's strategy results in a correct comparison for the numbers 746 and 512, because the first digit in each number is in the hundred's place. Therefore, Joni is actually comparing 700 and 500, and 700 is greater than 500, so 736 is greater than 512.</p> <p>Joni's strategy does not result in a correct comparison for the numbers Mr Fluit asked the class to compare, because the first digit in each number is in a different place value. Joni would actually be comparing 8,000 to 20,000, and 20,000 is greater than 8,000. Therefore, 23,857 is greater than 8,439.</p> </div>	Multipart/Constructed Response	4.NBT.1/2/3

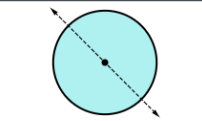
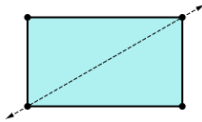
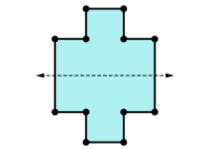
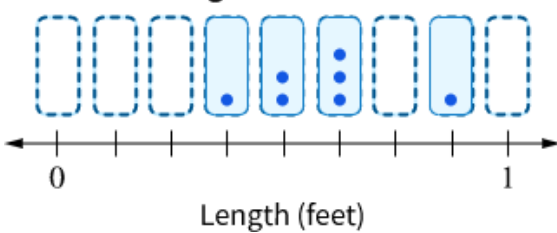
[Grade 4 Constructed Response Scoring Rubric](#)

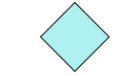

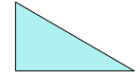
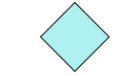

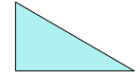
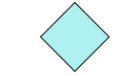

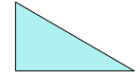
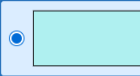
Math Grade 4 Practice Test Answer Key—TTS



Math: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/> 23	Multiple-Choice Multiple-Select	4.OA.4
2	4683 seats	Numeric Entry	4.NBT.4
3	<input checked="" type="radio"/> $\frac{6}{12} = \frac{4}{8}$	Multiple-Choice Single-Select	4.NF.1
4	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	2.MD.C.8
5	<input checked="" type="radio"/> $24 \times 3 + j = 80$	Multiple-Choice Single-Select	4.OA.3
6	17 ¢	Drag and Drop/Click and Pop	2.MD.C.8
7	<input checked="" type="radio"/> $0.06 < 0.10$	Multiple-Choice Single-Select	4.NF.7

Math: Grade 4—TTS																			
Item Number	Correct Answer	Item Type	Item Alignment																
8	    Odd Even ----- Even Odd Even ----- Even	Select Text	2.OA.C.3																
9	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">20</td> <td style="text-align: center;">+ 6</td> <td></td> </tr> <tr> <td style="text-align: right;">10</td> <td style="text-align: center;">200</td> <td style="text-align: center;">60</td> <td></td> </tr> <tr> <td style="text-align: right;">+</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">8</td> <td style="text-align: center;">160</td> <td style="text-align: center;">48</td> <td></td> </tr> </table> $26 \times 18 = 468$		20	+ 6		10	200	60		+				8	160	48		Drag and Drop/Click and Pop	4.NBT.5
	20	+ 6																	
10	200	60																	
+																			
8	160	48																	

Math: Grade 4—TTS					
Item Number	Correct Answer			Item Type	Item Alignment
10	Shape	Appears to Be a Line of Symmetry	Does Not Appear to Be a Line of Symmetry	Table	4.G.3
		<input checked="" type="radio"/>	<input type="radio"/>		
		<input type="radio"/>	<input checked="" type="radio"/>		
		<input checked="" type="radio"/>	<input type="radio"/>		
11	<input checked="" type="radio"/> 32°			Multiple-Choice Single-Select	4.MD.6
12	<input checked="" type="radio"/> $\frac{4}{8} < \frac{3}{5}$			Multiple-Choice Single-Select	4.NF.2
13	<p style="text-align: center;">Lengths of Lizards</p>  <p style="text-align: center;">Length (feet)</p>			Drag and Drop/Click and Pop	4.MD.4
14	<input checked="" type="radio"/> 432			Multiple-Choice Single-Select	2.NBT.A.1
15	<input checked="" type="radio"/> $(1,400 \div 7) + (35 \div 7)$			Multiple-Choice Single-Select	4.NBT.6
16	<input type="text" value="98"/> degrees			Numeric Entry	4.MD.C.6
17	<input type="text" value="2.05"/>			Numeric Entry	4.NF.6
18	3, <input type="text" value="10"/> , <input type="text" value="17"/> , <input type="text" value="24"/>			Numeric Entry	4.OA.5
19	<input checked="" type="checkbox"/> $\frac{1}{12} + \frac{7}{12}$ <input type="checkbox"/> $\frac{3}{4} + \frac{3}{4} + \frac{2}{4}$ <input checked="" type="checkbox"/> $\frac{3}{12} + \frac{3}{12} + \frac{2}{12}$			Multiple-Choice Multiple-Select	4.NF.3a/3b

Math: Grade 4—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
20	<input type="text" value="60000"/> meters	Numeric Entry	4.MD.1												
21	<table border="1"> <thead> <tr> <th>Shape</th> <th>Appears to Have Parallel Sides</th> <th>Appears to Have a Right Angle</th> </tr> </thead> <tbody> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Shape	Appears to Have Parallel Sides	Appears to Have a Right Angle		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	Table	4.G.2
Shape	Appears to Have Parallel Sides	Appears to Have a Right Angle													
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>													
	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input checked="" type="checkbox"/>													
22	<input checked="" type="radio"/> 40×12	Multiple-Choice Single-Select	4.MD.3												
23	<input checked="" type="radio"/> $\frac{15}{4}$	Multiple-Choice Single-Select	4.NF.4a/4b/4c												
24	<input type="text" value="4000"/> grams	Numeric Entry	4.MD.2												
25	<input type="text" value="800000"/>	Numeric Entry	4.NBT.1/2/3												
26	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	4.G.3												
27	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7												

Math: Grade 4—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
28	<p>Part A</p> <p>The 8 in 8,439 represents a value of <input type="text" value="8,000"/> while the 2 in 23,857 represents a value of <input type="text" value="20,000"/>.</p> <p>Part B</p> <p><input checked="" type="radio"/> 746 and 512</p> <p>Part C</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Equation Editor</p> <p>Joni's strategy results in a correct comparison for the numbers 746 and 512, because the first digit in each number is in the hundred's place. Therefore, Joni is actually comparing 700 and 500, and 700 is greater than 500, so 736 is greater than 512.</p> <p>Joni's strategy does not result in a correct comparison for the numbers Mr Fluit asked the class to compare, because the first digit in each number is in a different place value. Joni would actually be comparing 8,000 to 20,000, and 20,000 is greater than 8,000. Therefore, 23,857 is greater than 8,439.</p> </div>	Multipart/Constructed Response	4.NBT.1/2/3

[Grade 4 Constructed Response Scoring Rubric](#)

Math Grade 4 Constructed Response Test Answer Key



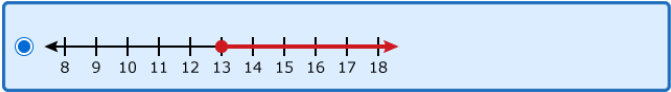
Math: Grade 4 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Part A</p> <p>The 8 in 8,439 represents a value of <input type="text" value="8,000"/>, while the 2 in 23,857 represents a value of <input type="text" value="20,000"/>.</p> <p>Part B</p> <p><input checked="" type="radio"/> 746 and 512</p> <p>Part C</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Equation Editor</p> <p>Joni's strategy results in a correct comparison for the numbers 746 and 512, because the first digit in each number is in the hundred's place. Therefore, Joni is actually comparing 700 and 500, and 700 is greater than 500, so 736 is greater than 512.</p> <p>Joni's strategy does not result in a correct comparison for the numbers Mr Fluit asked the class to compare, because the first digit in each number is in a different place value. Joni would actually be comparing 8,000 to 20,000, and 20,000 is greater than 8,000. Therefore, 23,857 is greater than 8,439.</p> </div>	Multipart/Constructed Response	4.NBT.1/2/3

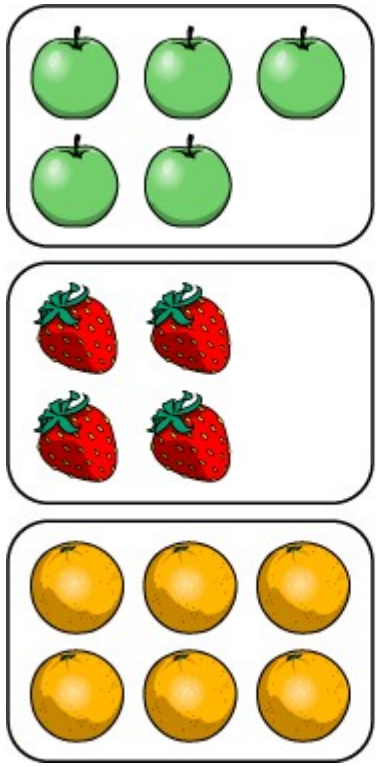
[Mathematics Grade 4 Scoring Rubric](#)

Math Grade 5 Practice Test Answer Key



Math: Grade 5															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input checked="" type="radio"/> $2\frac{1}{2}$	Multiple-Choice Single-Select	5.NF.3												
2	<input checked="" type="radio"/> 432 cubic feet	Multiple-Choice Single-Select	5.MD.5												
3	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
4	<input checked="" type="radio"/> 18.75 square feet	Multiple-Choice Single-Select	5.NBT.7												
5	Each term in pattern H is <input type="text" value="6"/> more than the corresponding term in pattern G.	Drop-Down	5.OA.3												
6	<input checked="" type="radio"/> 15 gallons	Multiple-Choice Single-Select	5.MD.1												
7	<input type="text" value="17"/>	Numeric Entry	5.OA.1/2												
8	Quotient: <input type="text" value="161"/> Remainder: <input type="text" value="15"/>	Numeric Entry	5.NBT.6												
9	<input checked="" type="radio"/> 6.40 cm	Multiple-Choice Single-Select	6.G.A.1												
10	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												

Math: Grade 5												
Item Number	Correct Answer	Item Type	Item Alignment									
11	<input checked="" type="radio"/> 45 cubic units	Multiple-Choice Single-Select	5.MD.3/4									
12	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5									
13	18500 grams	Numeric Entry	5.MD.1									
14	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7									
15	0.85	Numeric Entry	5.NBT.7									
16	<p>Part A</p> <input checked="" type="radio"/> $d \geq 13$ <p>Part B</p> 	Multipart	6.EE.B.8									
17	<table border="1"> <thead> <tr> <th>Statement</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Volumes of prisms can be expressed in square units.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>A prism made from 10 unit cubes has a volume of 10 cubic units.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Statement	True	False	Volumes of prisms can be expressed in square units.	<input type="radio"/>	<input checked="" type="radio"/>	A prism made from 10 unit cubes has a volume of 10 cubic units.	<input checked="" type="radio"/>	<input type="radio"/>	Table	5.MD.3/4
Statement	True	False										
Volumes of prisms can be expressed in square units.	<input type="radio"/>	<input checked="" type="radio"/>										
A prism made from 10 unit cubes has a volume of 10 cubic units.	<input checked="" type="radio"/>	<input type="radio"/>										
18	<input type="radio"/> All rectangles are quadrilaterals. <input checked="" type="radio"/> All quadrilaterals have 4 sides. Thus, all rectangles have 4 sides.	Multiple-Choice Single-Select	5.G.3/4									
19	<input checked="" type="radio"/> 22,655	Multiple-Choice Single-Select	5.NBT.5									

Math: Grade 5											
Item Number	Correct Answer	Item Type	Item Alignment								
20	 <p> <input checked="" type="checkbox"/> Odd <input type="checkbox"/> Even <input type="checkbox"/> Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Odd <input checked="" type="checkbox"/> Even </p>	Select Text	2.OA.C.3								
21	<table border="1"> <tr> <td>5 more than the product of 7 and 8</td> <td><input type="text" value="5 + 7 × 8"/></td> </tr> <tr> <td>8 more than the product of 5 and 7</td> <td><input type="text" value="5 × 7 + 8"/></td> </tr> <tr> <td>5 times the sum of 7 and 8</td> <td><input type="text" value="5 × (7 + 8)"/></td> </tr> <tr> <td>8 times the sum of 5 and 7</td> <td><input type="text" value="(5 + 7) × 8"/></td> </tr> </table>	5 more than the product of 7 and 8	<input type="text" value="5 + 7 × 8"/>	8 more than the product of 5 and 7	<input type="text" value="5 × 7 + 8"/>	5 times the sum of 7 and 8	<input type="text" value="5 × (7 + 8)"/>	8 times the sum of 5 and 7	<input type="text" value="(5 + 7) × 8"/>	Drag and Drop/Click and Pop	5.OA.1/2
5 more than the product of 7 and 8	<input type="text" value="5 + 7 × 8"/>										
8 more than the product of 5 and 7	<input type="text" value="5 × 7 + 8"/>										
5 times the sum of 7 and 8	<input type="text" value="5 × (7 + 8)"/>										
8 times the sum of 5 and 7	<input type="text" value="(5 + 7) × 8"/>										
22	<input type="text" value="3127"/>	Numeric Entry	5.NBT.1/2/3/4								


Math: Grade 5				
Item Number	Correct Answer		Item Type	Item Alignment
23	Statement	True	False	Table 5.MD.2
	The total number of jars is 7.	<input type="radio"/>	<input checked="" type="radio"/>	
	If all of the sand is equally redistributed among the jars, each jar would contain $\frac{4}{8}$ cup.	<input checked="" type="radio"/>	<input type="radio"/>	
	The difference between the amount of sand in the jar that contains the most sand and the amount in the jar that contains the least sand is $\frac{5}{8}$ cup.	<input type="radio"/>	<input checked="" type="radio"/>	
24	<input checked="" type="radio"/> 432		Multiple-Choice Single-Select	2.NBT.A.1
25	There is $\frac{1}{5}$ package of paper to be shared evenly among 4 teachers. What fraction of the whole package will each teacher get?	<input type="text" value="1/5 ÷ 4"/>		Drag and Drop/Click and Pop 5.NF.7
	A teacher will place paper from 4 packages into stacks. Each stack will be $\frac{1}{5}$ of a whole package. How many stacks will there be?	<input type="text" value="4 ÷ 1/5"/>		
26	<input checked="" type="radio"/> 24		Multiple-Choice Single-Select	5.NBT.6
27	<input type="text" value="305"/> cubic centimeters		Numeric Entry	5.MD.5
28	Statement	Correct	Incorrect	Table 5.NBT.1/2/3/4
	$(8 \times 10) + \left(6 \times \frac{1}{100}\right) + \left(5 \times \frac{1}{1,000}\right) < 80.65$	<input checked="" type="radio"/>	<input type="radio"/>	
	$(7 \times 1) + \left(4 \times \frac{1}{10}\right) + \left(6 \times \frac{1}{1,000}\right) = 7.46$	<input type="radio"/>	<input checked="" type="radio"/>	
	Two and twenty-nine hundredths < 2.3	<input checked="" type="radio"/>	<input type="radio"/>	
	Three and seven hundredths = 3.07	<input checked="" type="radio"/>	<input type="radio"/>	

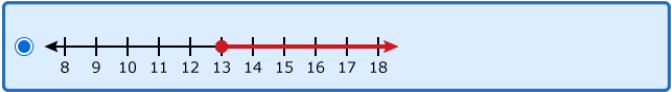
Math: Grade 5			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p>Part A</p> <p><input checked="" type="radio"/> $n = \frac{1}{2}$, because $\frac{1}{2} \times 5 = \frac{5}{2}$ and $\frac{5}{2} < 5$.</p> <p>Part B</p> <p>Step One: Ted's claim is incorrect because when a number x is multiplied by a fraction less than 1, then the product is <input type="text" value="less than"/> x.</p> <p>Step Two: When the value of $n \times 5$ is greater than or equal to 5, n is <input type="text" value="greater than or equal to 1"/>.</p>	Multipart	5.NF.4/5/6
30	<p>Since <input type="text" value="36 ÷ 6 = 6"/>, then 6 small boxes can fit along the width and length of the carton.</p> <p>For the first layer, a total of <input type="text" value="6 × 6 = 36"/> small boxes can be used to fill the first layer.</p> <p>Since <input type="text" value="36 ÷ 4 = 9"/>, 9 layers of the small boxes can fit into the carton.</p> <p>9 layers of 36 boxes is <input type="text" value="9 × 36 = 324"/>, giving 324 total boxes in one large carton.</p> <p>Given 972 small boxes, and 324 can go into 1 large carton, <input type="text" value="972 ÷ 324 = 3"/>, so Martin needs 3 large cartons to ship the 972 small boxes.</p>	Constructed Response	5.MD.5

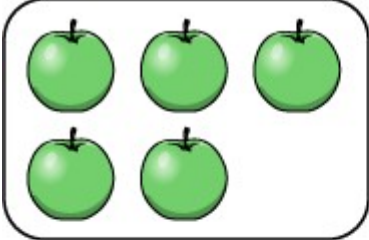
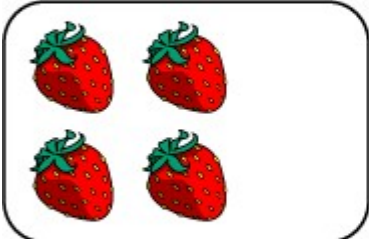
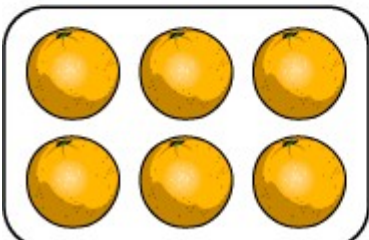
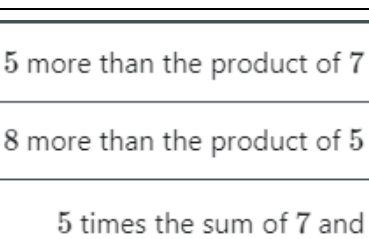
[Grade 5 Constructed Response Scoring Rubric](#)

Math Grade 5 Practice Test Answer Key – TTS



Math: Grade 5—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input checked="" type="radio"/> $2\frac{1}{2}$	Multiple-Choice Single-Select	5.NF.3												
2	<input checked="" type="radio"/> 432 cubic feet	Multiple-Choice Single-Select	5.MD.5												
3	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
4	<input checked="" type="radio"/> 18.75 square feet	Multiple-Choice Single-Select	5.NBT.7												
6	<input checked="" type="radio"/> 15 gallons	Multiple-Choice Single-Select	5.MD.1												
7	<input type="text" value="17"/>	Numeric Entry	5.OA.1/2												
8	Quotient: <input type="text" value="161"/> Remainder: <input type="text" value="15"/>	Numeric Entry	5.NBT.6												
9	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	2.MD.C.8												
10	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
11	<input checked="" type="radio"/> 45 cubic units	Multiple-Choice Single-Select	5.MD.3/4												

Math: Grade 5—TTS												
Item Number	Correct Answer	Item Type	Item Alignment									
12	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5									
13	18500 grams	Numeric Entry	5.MD.1									
14	<input checked="" type="radio"/> eat breakfast	Multiple-Choice Single-Select	2.MD.C.7									
15	0.85	Numeric Entry	5.NBT.7									
16	<p>Part A</p> <input checked="" type="radio"/> $d \geq 13$ <p>Part B</p> 	Multipart	6.EE.B.8									
17	<table border="1"> <thead> <tr> <th>Statement</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Volumes of prisms can be expressed in square units.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>A prism made from 10 unit cubes has a volume of 10 cubic units.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Statement	True	False	Volumes of prisms can be expressed in square units.	<input type="radio"/>	<input checked="" type="radio"/>	A prism made from 10 unit cubes has a volume of 10 cubic units.	<input checked="" type="radio"/>	<input type="radio"/>	Table	5.MD.3/4
Statement	True	False										
Volumes of prisms can be expressed in square units.	<input type="radio"/>	<input checked="" type="radio"/>										
A prism made from 10 unit cubes has a volume of 10 cubic units.	<input checked="" type="radio"/>	<input type="radio"/>										
18	<input type="radio"/> All rectangles are quadrilaterals. <input checked="" type="radio"/> All quadrilaterals have 4 sides. Thus, all rectangles have 4 sides.	Multiple-Choice Single-Select	5.G.3/4									
19	<input checked="" type="radio"/> 22,655	Multiple-Choice Single-Select	5.NBT.5									

Math: Grade 5—TTS											
Item Number	Correct Answer	Item Type	Item Alignment								
20	   	<p>Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/></p> <p>Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/></p> <p>Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/></p>	Select Text	2.OA.C.3							
21	<table border="1"> <tr> <td>5 more than the product of 7 and 8</td> <td><input type="text" value="5 + 7 × 8"/></td> </tr> <tr> <td>8 more than the product of 5 and 7</td> <td><input type="text" value="5 × 7 + 8"/></td> </tr> <tr> <td>5 times the sum of 7 and 8</td> <td><input type="text" value="5 × (7 + 8)"/></td> </tr> <tr> <td>8 times the sum of 5 and 7</td> <td><input type="text" value="(5 + 7) × 8"/></td> </tr> </table>	5 more than the product of 7 and 8	<input type="text" value="5 + 7 × 8"/>	8 more than the product of 5 and 7	<input type="text" value="5 × 7 + 8"/>	5 times the sum of 7 and 8	<input type="text" value="5 × (7 + 8)"/>	8 times the sum of 5 and 7	<input type="text" value="(5 + 7) × 8"/>	Drag and Drop/Click and Pop	5.OA.1/2
5 more than the product of 7 and 8	<input type="text" value="5 + 7 × 8"/>										
8 more than the product of 5 and 7	<input type="text" value="5 × 7 + 8"/>										
5 times the sum of 7 and 8	<input type="text" value="5 × (7 + 8)"/>										
8 times the sum of 5 and 7	<input type="text" value="(5 + 7) × 8"/>										
22	<input type="text" value="3127"/>	Numeric Entry	5.NBT.1/2/3/4								

Math: Grade 5—TTS					
Item Number	Correct Answer		Item Type	Item Alignment	
23	Statement	True	False	Table	5.MD.2
	The total number of jars is 7.	<input type="radio"/>	<input checked="" type="radio"/>		
	If all of the sand is equally redistributed among the jars, each jar would contain $\frac{4}{8}$ cup.	<input checked="" type="radio"/>	<input type="radio"/>		
	The difference between the amount of sand in the jar that contains the most sand and the amount in the jar that contains the least sand is $\frac{5}{8}$ cup.	<input type="radio"/>	<input checked="" type="radio"/>		
24	<input checked="" type="radio"/> 432		Multiple-Choice Single-Select	2.NBT.A.1	
25	There is $\frac{1}{5}$ package of paper to be shared evenly among 4 teachers. What fraction of the whole package will each teacher get?	<input type="text" value="1/5 ÷ 4"/>		Drag and Drop/Click and Pop	5.NF.7
	A teacher will place paper from 4 packages into stacks. Each stack will be $\frac{1}{5}$ of a whole package. How many stacks will there be?	<input type="text" value="4 ÷ 1/5"/>			
26	<input checked="" type="radio"/> 24		Multiple-Choice Single-Select	5.NBT.6	
27	<input type="text" value="305"/> cubic centimeters		Numeric Entry	5.MD.5	
28	Statement	Correct	Incorrect	Table	5.NBT.1/2/3/4
	$(8 \times 10) + \left(6 \times \frac{1}{100}\right) + \left(5 \times \frac{1}{1,000}\right) < 80.65$	<input checked="" type="radio"/>	<input type="radio"/>		
	$(7 \times 1) + \left(4 \times \frac{1}{10}\right) + \left(6 \times \frac{1}{1,000}\right) = 7.46$	<input type="radio"/>	<input checked="" type="radio"/>		
	Two and twenty-nine hundredths < 2.3	<input checked="" type="radio"/>	<input type="radio"/>		
	Three and seven hundredths = 3.07	<input checked="" type="radio"/>	<input type="radio"/>		

Math: Grade 5—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p>Since $36 \div 6 = 6$, then 6 small boxes can fit along the width and length of the carton.</p> <p>For the first layer, a total of $6 \times 6 = 36$ small boxes can be used to fill the first layer.</p> <p>Since $36 \div 4 = 9$, 9 layers of the small boxes can fit into the carton.</p> <p>9 layers of 36 boxes is $9 \times 36 = 324$, giving 324 total boxes in one large carton.</p> <p>Given 972 small boxes, and 324 can go into 1 large carton, $972 \div 324 = 3$, so Martin needs 3 large cartons to ship the 972 small boxes.</p>	Constructed Response	5.MD.5

[Grade 5 Constructed Response Scoring Rubric](#)

Math Grade 5 Constructed Response Test Answer Key



Math: Grade 5 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Since $36 \div 6 = 6$, then 6 small boxes can fit along the width and length of the carton.</p> <p>For the first layer, a total of $6 \times 6 = 36$ small boxes can be used to fill the first layer.</p> <p>Since $36 \div 4 = 9$, 9 layers of the small boxes can fit into the carton.</p> <p>9 layers of 36 boxes is $9 \times 36 = 324$, giving 324 total boxes in one large carton.</p> <p>Given 972 small boxes, and 324 can go into 1 large carton, $972 \div 324 = 3$, so Martin needs 3 large cartons to ship the 972 small boxes.</p>	Constructed Response	5.MD.5

[Mathematics Grade 5 Scoring Rubric](#)

Math Grade 6 Practice Test Answer Key



Math: Grade 6															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input checked="" type="radio"/> 77.6	Multiple-Choice Single-Select	6.NS.2/3												
2	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
3	<input type="text" value="9"/>	Numeric Entry	6.EE.1												
4	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
5	<table border="1"> <thead> <tr> <th></th> <th>Equivalent to $6\frac{3}{4} \div \frac{9}{10}$</th> <th>Not Equivalent to $6\frac{3}{4} \div \frac{9}{10}$</th> </tr> </thead> <tbody> <tr> <td>$6\frac{3}{4} \div 9 \div 10$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>$\frac{24+3}{4} \cdot \frac{10}{9}$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Equivalent to $6\frac{3}{4} \div \frac{9}{10}$	Not Equivalent to $6\frac{3}{4} \div \frac{9}{10}$	$6\frac{3}{4} \div 9 \div 10$	<input type="radio"/>	<input checked="" type="radio"/>	$\frac{24+3}{4} \cdot \frac{10}{9}$	<input checked="" type="radio"/>	<input type="radio"/>	Table	6.NS.1			
	Equivalent to $6\frac{3}{4} \div \frac{9}{10}$	Not Equivalent to $6\frac{3}{4} \div \frac{9}{10}$													
$6\frac{3}{4} \div 9 \div 10$	<input type="radio"/>	<input checked="" type="radio"/>													
$\frac{24+3}{4} \cdot \frac{10}{9}$	<input checked="" type="radio"/>	<input type="radio"/>													
6	<input type="text" value="24"/> balloon arrangements	Numeric Entry	6.NS.4												
7	\$ <input type="text" value="41.95"/>	Numeric Entry	6.NS.2/3												
8	<input checked="" type="radio"/> 1 to 4	Multiple-Choice Single-Select	6.RP.1/2												
9	<input checked="" type="radio"/> $3y - 1$	Multiple-Choice Single-Select	6.EE.2												
10	<p>Part A</p> <p><input checked="" type="radio"/> $d \geq 13$</p> <p>Part B</p> <p><input checked="" type="radio"/> </p>	Multipart	6.EE.B.8												

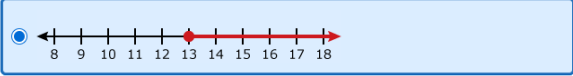
Math: Grade 6			
Item Number	Correct Answer	Item Type	Item Alignment
11	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4
12	<input checked="" type="radio"/> 9	Multiple-Choice Single-Select	6.RP.3
13	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11	Multiple-Choice Multiple-Select	6.EE.5
14	<input checked="" type="radio"/> 6.40 cm	Multiple-Choice Single-Select	6.G.A.1
15	Alexei learns how to spell <input type="text" value="25"/> words per hour. At this rate, he will learn how to spell 500 words if <input type="text" value="20"/> hours.	Drop-Down	6.RP.3
16	<input type="text" value="w"/> <input type="text" value="-"/> <input type="text" value="3"/>	Drag and Drop/Click and Pop	6.EE.6
17	<input checked="" type="radio"/> 18	Multiple-Choice Single-Select	6.G.1
18	<input checked="" type="checkbox"/> 6 white marbles and 9 red marbles <input type="checkbox"/> 12 white marbles and 13 red marbles <input checked="" type="checkbox"/> 14 white marbles and 21 red marbles <input checked="" type="checkbox"/> 22 white marbles and 33 red marbles	Multiple-Choice Multiple-Select	6.RP.1/2
19	<input type="text" value="1125"/> dollars	Numeric Entry	6.EE.7
20	<input checked="" type="radio"/> What is today's date?	Multiple-Choice Single-Select	6.SP.1/2/3
21	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5
22	<input type="text" value="125"/> refrigerators	Numeric Entry	6.RP.3

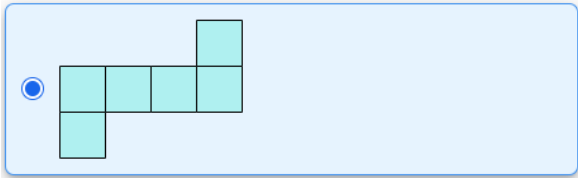
Math: Grade 6											
Item Number	Correct Answer	Item Type	Item Alignment								
23		Multiple-Choice Single-Select	6.G.4								
24	<p>The graph will be a ray that starts at <input type="text" value="15"/> and points to the <input type="text" value="left"/>. The graph <input type="text" value="will"/> include the endpoint of the ray.</p>	Drop-Down	6.EE.8								
25	<input type="text" value="30"/> miles per gallon	Numeric Entry	6.RP.1/2								
26	<input type="text" value="30"/> m ²	Numeric Entry	6.G.A.1								
27	<input type="text" value="6"/>	Numeric Entry	6.SP.5								
28	<input checked="" type="radio"/> $3(12n + p) - n$	Multiple-Choice Single-Select	6.EE.3/4								
29	<p>Part A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Least expensive</td> <td style="padding: 5px;"><input type="text" value="Store K"/></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"><input type="text" value="Store M"/></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"><input type="text" value="Store L"/></td> </tr> <tr> <td style="padding: 5px;">Most expensive</td> <td style="padding: 5px;"><input type="text" value="Store J"/></td> </tr> </table> <p>Part B</p> <input type="text" value="1200"/> dollars	Least expensive	<input type="text" value="Store K"/>		<input type="text" value="Store M"/>		<input type="text" value="Store L"/>	Most expensive	<input type="text" value="Store J"/>	Multipart	6.RP.3
Least expensive	<input type="text" value="Store K"/>										
	<input type="text" value="Store M"/>										
	<input type="text" value="Store L"/>										
Most expensive	<input type="text" value="Store J"/>										

Math: Grade 6			
Item Number	Correct Answer	Item Type	Item Alignment
30	<p style="text-align: center;">Part A</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>The claim is not valid. There is enough information provided to determine the length and width of each rectangle, as well as the base and height of both triangles.</p> <p>The area for each base of the prism is</p> $\frac{1}{2}(b)(h) = \frac{1}{2}(6)(4) = 12 \text{ square inches.}$ <p>The area for the 3 rectangles is</p> $\left(5 \times 7\frac{1}{2}\right) + \left(5 \times 7\frac{1}{2}\right) + \left(6 \times 7\frac{1}{2}\right) = 120$ <p>square inches.</p> <p>The total surface area then becomes</p> $2 \times 12 + 120 = 144 \text{ square inches.}$ <p style="text-align: right; font-size: small;">Characters: 263 of 10000</p> </div> <p style="text-align: center;">Part B</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Sophia's claim is not valid, by only doubling the length of the 7.5 inch edges, she will only be doubling the area of the rectangles. The area of the triangles will stay the same and will not be doubled.</p> <p>The area of each shape should be doubled for the entire surface area to be doubled.</p> <p>Surface area after doubling the 7.5 inch edges =</p> $\frac{1}{2}(6)(4) + \frac{1}{2}(6)(4) + 15(5 + 6 + 5) = 264$ <p>square inches.</p> </div>	Multipart/Constructed Response	6.G.4

Math Grade 6 Practice Test Answer Key – TTS



Math: Grade 6—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
1	<input checked="" type="radio"/> 77.6	Multiple-Choice Single-Select	6.NS.2/3												
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4	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
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	Equivalent to $6\frac{3}{4} \div \frac{9}{10}$	Not Equivalent to $6\frac{3}{4} \div \frac{9}{10}$													
$6\frac{3}{4} \div 9 \div 10$	<input type="radio"/>	<input checked="" type="radio"/>													
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10	<p>Part A</p> <p><input checked="" type="radio"/> $d \geq 13$</p> <p>Part B</p> <p><input checked="" type="radio"/> </p>	Multipart	6.EE.B.8												

Math: Grade 6—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
11	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4
12	<input checked="" type="radio"/> 9	Multiple-Choice Single-Select	6.RP.3
13	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11	Multiple-Choice Multiple-Select	6.EE.5
14	<input checked="" type="radio"/> 6.40 cm	Multiple-Choice Single-Select	6.G.A.1
15	<input type="text" value="w"/> <input type="text" value="-"/> <input type="text" value="3"/>	Drag and Drop/Click and Pop	6.EE.6
16	<input checked="" type="radio"/> 18	Multiple-Choice Single-Select	6.G.1
17	<input checked="" type="checkbox"/> 6 white marbles and 9 red marbles <input type="checkbox"/> 12 white marbles and 13 red marbles <input checked="" type="checkbox"/> 14 white marbles and 21 red marbles <input checked="" type="checkbox"/> 22 white marbles and 33 red marbles	Multiple-Choice Multiple-Select	6.RP.1/2
18	<input type="text" value="1125"/> dollars	Numeric Entry	6.EE.7
19	<input checked="" type="radio"/> What is today's date?	Multiple-Choice Single-Select	6.SP.1/2/3
20	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5
21	<input type="text" value="125"/> refrigerators	Numeric Entry	6.RP.3
22	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	6.G.4

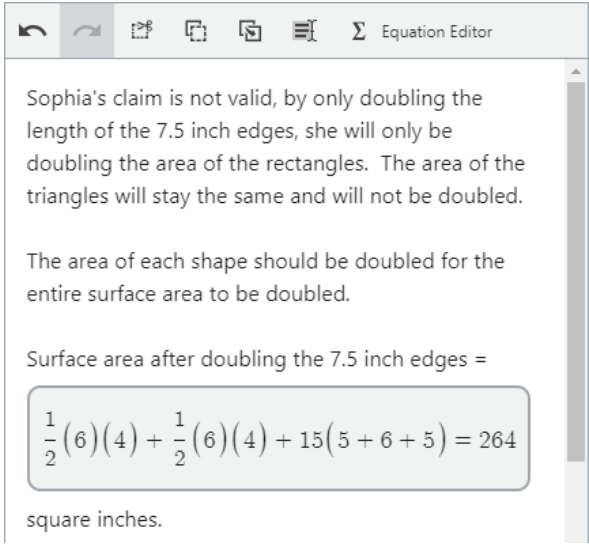
Math: Grade 6—TTS											
Item Number	Correct Answer	Item Type	Item Alignment								
23	The graph will be a ray that starts at 15 and points to the left. The graph will include the endpoint of the ray.	Drop-Down	6.EE.8								
24	30 miles per gallon	Numeric Entry	6.RP.1/2								
25	30 m ²	Numeric Entry	6.G.A.1								
26	6	Numeric Entry	6.SP.5								
27	<input checked="" type="radio"/> $3(12n + p) - n$	Multiple-Choice Single-Select	6.EE.3/4								
28	<p>Part A</p> <table border="1"> <tr> <td>Least expensive</td> <td>Store K</td> </tr> <tr> <td></td> <td>Store M</td> </tr> <tr> <td></td> <td>Store L</td> </tr> <tr> <td>Most expensive</td> <td>Store J</td> </tr> </table> <p>Part B</p> <p>1200 dollars</p>	Least expensive	Store K		Store M		Store L	Most expensive	Store J	Multipart	6.RP.3
Least expensive	Store K										
	Store M										
	Store L										
Most expensive	Store J										

Math: Grade 6—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p style="text-align: center;">Part A</p> <div style="border: 1px solid gray; padding: 5px;"> <p>The claim is not valid. There is enough information provided to determine the length and width of each rectangle, as well as the base and height of both triangles.</p> <p>The area for each base of the prism is</p> $\frac{1}{2}(b)(h) = \frac{1}{2}(6)(4) = 12 \text{ square inches.}$ <p>The area for the 3 rectangles is</p> $\left(5 \times 7\frac{1}{2}\right) + \left(5 \times 7\frac{1}{2}\right) + \left(6 \times 7\frac{1}{2}\right) = 120$ <p>square inches.</p> <p>The total surface area then becomes</p> $2 \times 12 + 120 = 144 \text{ square inches.}$ <p style="text-align: right; font-size: small;">Characters: 263 of 10000</p> </div> <p style="text-align: center;">Part B</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Sophia's claim is not valid, by only doubling the length of the 7.5 inch edges, she will only be doubling the area of the rectangles. The area of the triangles will stay the same and will not be doubled.</p> <p>The area of each shape should be doubled for the entire surface area to be doubled.</p> <p>Surface area after doubling the 7.5 inch edges =</p> $\frac{1}{2}(6)(4) + \frac{1}{2}(6)(4) + 15(5 + 6 + 5) = 264$ <p>square inches.</p> </div>	Multipart/Constructed Response	6.G.4

Math Grade 6 Constructed Response Test Answer Key



Math: Grade 6 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p style="text-align: center;">Part A</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Equation Editor</p> <p>The claim is not valid. There is enough information provided to determine the length and width of each rectangle, as well as the base and height of both triangles.</p> <p>The area for each base of the prism is</p> $\frac{1}{2}(b)(h) = \frac{1}{2}(6)(4) = 12$ square inches. <p>The area for the 3 rectangles is</p> $\left(5 \times 7\frac{1}{2}\right) + \left(5 \times 7\frac{1}{2}\right) + \left(6 \times 7\frac{1}{2}\right) = 120$ <p>square inches.</p> <p>The total surface area then becomes</p> $2 \times 12 + 120 = 144$ square inches. <p style="text-align: right; font-size: small;">Characters: 263 of 10000</p> </div>	Multipart/Constructed Response	6.G.4

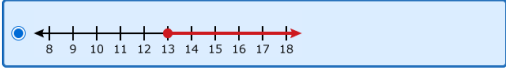
Math: Grade 6 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Part B</p>  <p>Sophia's claim is not valid, by only doubling the length of the 7.5 inch edges, she will only be doubling the area of the rectangles. The area of the triangles will stay the same and will not be doubled.</p> <p>The area of each shape should be doubled for the entire surface area to be doubled.</p> <p>Surface area after doubling the 7.5 inch edges =</p> $\frac{1}{2}(6)(4) + \frac{1}{2}(6)(4) + 15(5 + 6 + 5) = 264$ <p>square inches.</p>	Multipart/Constructed Response	6.G.4

[Mathematics Grade 6 Scoring Rubric](#)

Math Grade 7 Practice Test Answer Key



Math: Grade 7			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> $-3.5 + 2.5$	Multiple-Choice Single-Select	7.NS.1a/1b/1c/1d
2	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4
3	<input checked="" type="radio"/> 28 hours	Multiple-Choice Single-Select	7.NS.3
4	<input checked="" type="checkbox"/> $1.15p$ <input type="checkbox"/> $\frac{15}{100}p$ <input type="checkbox"/> $p + 15$ <input checked="" type="checkbox"/> $p + 0.15p$	Multiple-Choice Multiple-Select	7.EE.1/2
5	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5
6	<input type="text" value="40"/> copies per minute	Numeric Entry	7.RP.1
7	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6
8	<input checked="" type="radio"/> 20,000	Multiple-Choice Single-Select	7.SP.1/2
9	<input type="text" value="90"/> people	Numeric Entry	7.EE.3
10	Manuel's scores tended to be <input type="text" value="less than"/> Akira's scores. Manuel's scores displayed <input type="text" value="more"/> variability compared to Akira's scores.	Drop-Down	7.SP.3/4

Math: Grade 7															
Item Number	Correct Answer	Item Type	Item Alignment												
11	Part A <input type="radio"/> $d \geq 13$	Multipart	6.EE.B.8												
	Part B 														
12	<input type="radio"/> $y = 0.5x$	Multiple-Choice Single-Select	7.RP.2a/2b/2c/2d												
13	<input type="radio"/> 18	Multiple-Choice Single-Select	7.EE.4												
14	<table border="1"> <tr> <td>Unlikely</td> <td>Neither likely nor unlikely</td> <td>Likely</td> </tr> <tr> <td>Event L</td> <td>Event J</td> <td>Event K</td> </tr> </table>	Unlikely	Neither likely nor unlikely	Likely	Event L	Event J	Event K	Drag and Drop/Click and Pop	7.SP.5						
Unlikely	Neither likely nor unlikely	Likely													
Event L	Event J	Event K													
15	<input type="radio"/> 16π	Multiple-Choice Single-Select	7.G.4												
16	<input type="radio"/> 300	Multiple-Choice Single-Select	7.SP.6												
17	<input type="text" value="30"/> m ²	Numeric Entry	6.G.A.1												
18	<input type="text" value="7"/> square centimeters	Numeric Entry	7.EE.4												
19	<input type="radio"/> Both the group of men and the group of women	Multiple-Choice Single-Select	7.SP.7												
20	<input type="radio"/> 56	Multiple-Choice Single-Select	7.G.6												
21	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input type="radio"/> Could be true</td> <td><input type="radio"/> Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input type="radio"/> Could be true</td> <td><input type="radio"/> Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input type="radio"/> Could be true	<input type="radio"/> Cannot be true	Some students are younger than 15.	Must be true	<input type="radio"/> Could be true	<input type="radio"/> Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
At least one student is 23.	Must be true	<input type="radio"/> Could be true	<input type="radio"/> Cannot be true												
Some students are younger than 15.	Must be true	<input type="radio"/> Could be true	<input type="radio"/> Cannot be true												
22	<input type="text" value="100"/> square feet per hour	Numeric Entry	7.RP.3												

Math: Grade 7															
Item Number	Correct Answer	Item Type	Item Alignment												
23	<input checked="" type="checkbox"/> $w + x = 90$ <input type="checkbox"/> $w + y = 110$ <input type="checkbox"/> $x + y = 90$ <input checked="" type="checkbox"/> $y - w = 90$ <input checked="" type="checkbox"/> $w + x + y = 200$	Multiple-Choice Multiple-Select	7.G.5												
24	<input type="text" value="28"/> $w +$ <input type="text" value="26"/>	Drag and Drop/Click and Pop	7.EE.1/2												
25	<input checked="" type="radio"/> \$85.68	Multiple-Choice Single-Select	7.RP.3												
26	<input type="text" value="-1"/> , <input type="text" value="0.05"/> , <input type="text" value="0.1"/> , <input type="text" value="2/3"/> , <input type="text" value=" 8/7 "/>	Drag and Drop/Click and Pop	6.NS.C.7												
27	<input checked="" type="radio"/> 16	Multiple-Choice Single-Select	7.EE.3												
28	<table border="1"> <thead> <tr> <th></th> <th>Proportional</th> <th>Not Proportional</th> </tr> </thead> <tbody> <tr> <td>Table J</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Table K</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Table L</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Proportional	Not Proportional	Table J	<input type="radio"/>	<input checked="" type="radio"/>	Table K	<input checked="" type="radio"/>	<input type="radio"/>	Table L	<input checked="" type="radio"/>	<input type="radio"/>	Table	7.RP.2a/2b/2c/2d
	Proportional	Not Proportional													
Table J	<input type="radio"/>	<input checked="" type="radio"/>													
Table K	<input checked="" type="radio"/>	<input type="radio"/>													
Table L	<input checked="" type="radio"/>	<input type="radio"/>													
29	<p>Part A</p> <p><input type="text" value="875"/> students</p> <p>Part B</p> <p>The enrollment in the third year can be represented by the <input type="text" value="product"/> of 625 and <input type="text" value="(1.12 · 1.25)"/>.</p> <p>Part C</p> <p>Based on the enrollment, the school district <input type="text" value="will"/> build a new school because the enrollment at the existing school increased by <input type="text" value="more"/> than from the first year to the third year.</p>	Multipart	7.EE.3												

Math: Grade 7			
Item Number	Correct Answer	Item Type	Item Alignment
30	<p style="text-align: center;">Part A</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Morgan's claim is not correct. The area of her old bedroom is equal to $12 \times 12 = 144$ square feet.</p> <p>Based on the scale drawing, her new bedroom has a length of $7in \times \frac{2ft}{1in} = 14$ feet.</p> <p>The width of her new bedroom is $4.5in \times \frac{2ft}{1in} = 9$ feet.</p> <p>That gives a total area of $14 \times 9 = 126$ square feet for the new room. So the new room is smaller than her old room.</p> <p style="text-align: right; font-size: small;">Characters: 236 of 10000</p> </div>	<p>Multipart/Constructed Response</p>	<p>7.G.1</p>
	<p style="text-align: center;">Part B</p> <div style="border: 1px solid gray; padding: 5px;"> <p>Morgan's claim is not correct. The length of the wall with the window is $4.5in \times \frac{2ft}{1in} = 9$ feet.</p> <p>The total distance from the head of the bed to the back of the desk is $81 + 34 = 115$ inches.</p> <p>Converting this to feet, the length becomes $115in \times \frac{1ft}{12in} = 9\frac{7}{12}$ feet, which is longer than the 9 foot wall, so the bed and desk will not fit.</p> <p style="text-align: right; font-size: small;">Characters: 227 of 10000</p> </div>		

[Grade 7 Constructed Response Scoring Rubric](#)

Math Grade 7 Practice Test Answer Key – TTS



Math: Grade 7—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
1	<input checked="" type="radio"/> $-3.5 + 2.5$	Multiple-Choice Single-Select	7.NS.1a/1b/1c/1d
2	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4
3	<input checked="" type="radio"/> 28 hours	Multiple-Choice Single-Select	7.NS.3
4	<input checked="" type="checkbox"/> $1.15p$ <input type="checkbox"/> $\frac{15}{100}p$ <input type="checkbox"/> $p + 15$ <input checked="" type="checkbox"/> $p + 0.15p$	Multiple-Choice Multiple-Select	7.EE.1/2
5	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5
6	<input type="text" value="40"/> copies per minute	Numeric Entry	7.RP.1
7	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6
8	<input checked="" type="radio"/> 20,000	Multiple-Choice Single-Select	7.SP.1/2
9	<input type="text" value="90"/> people	Numeric Entry	7.EE.3
10	<p>Part A</p> <input checked="" type="radio"/> $d \geq 13$ <p>Part B</p> <input checked="" type="radio"/>	Multipart	6.EE.B.8

Math: Grade 7—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
11	<input type="radio"/> $y = 0.5x$	Multiple-Choice Single-Select	7.RP.2a/2b/2c/2d												
12	<input type="radio"/> 18	Multiple-Choice Single-Select	7.EE.4												
13	<table border="1"> <thead> <tr> <th>Unlikely</th> <th>Neither likely nor unlikely</th> <th>Likely</th> </tr> </thead> <tbody> <tr> <td><input type="text" value="Event L"/></td> <td><input type="text" value="Event J"/></td> <td><input type="text" value="Event K"/></td> </tr> </tbody> </table>	Unlikely	Neither likely nor unlikely	Likely	<input type="text" value="Event L"/>	<input type="text" value="Event J"/>	<input type="text" value="Event K"/>	Drag and Drop/Click and Pop	7.SP.5						
Unlikely	Neither likely nor unlikely	Likely													
<input type="text" value="Event L"/>	<input type="text" value="Event J"/>	<input type="text" value="Event K"/>													
14	<input type="radio"/> 16π	Multiple-Choice Single-Select	7.G.4												
15	<input type="radio"/> 300	Multiple-Choice Single-Select	7.SP.6												
16	<input type="text" value="30"/> m^2	Numeric Entry	6.G.A.1												
17	<input type="text" value="7"/> square centimeters	Numeric Entry	7.EE.4												
18	<input type="radio"/> Both the group of men and the group of women	Multiple-Choice Single-Select	7.SP.7												
19	<input type="radio"/> 56	Multiple-Choice Single-Select	7.G.6												
20	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true												
21	<input type="text" value="100"/> square feet per hour	Numeric Entry	7.RP.3												
22	<input checked="" type="checkbox"/> $w + x = 90$ <input type="checkbox"/> $w + y = 110$ <input type="checkbox"/> $x + y = 90$ <input checked="" type="checkbox"/> $y - w = 90$ <input checked="" type="checkbox"/> $w + x + y = 200$	Multiple-Choice Multiple-Select	7.G.5												
23	<input type="text" value="28"/> $w +$ <input type="text" value="26"/>	Drag and Drop/Click and Pop	7.EE.1/2												

Math: Grade 7—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
24	<input type="radio"/> \$85.68	Multiple-Choice Single-Select	7.RP.3												
25	<u>-1</u> , <u>0.05</u> , <u>0.1</u> , <u>$\frac{2}{3}$</u> , <u>$\frac{8}{7}$</u>	Drag and Drop/Click and Pop	6.NS.C.7												
26	<input checked="" type="radio"/> 16	Multiple-Choice Single-Select	7.EE.3												
27	<table border="1"> <thead> <tr> <th></th> <th>Proportional</th> <th>Not Proportional</th> </tr> </thead> <tbody> <tr> <td>Table J</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Table K</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Table L</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Proportional	Not Proportional	Table J	<input type="radio"/>	<input checked="" type="radio"/>	Table K	<input checked="" type="radio"/>	<input type="radio"/>	Table L	<input checked="" type="radio"/>	<input type="radio"/>	Table	7.RP.2a/2b/2c/2d
	Proportional	Not Proportional													
Table J	<input type="radio"/>	<input checked="" type="radio"/>													
Table K	<input checked="" type="radio"/>	<input type="radio"/>													
Table L	<input checked="" type="radio"/>	<input type="radio"/>													
28	<p>Part A</p> <p><input type="text" value="875"/> students</p> <p>Part B</p> <p>The enrollment in the third year can be represented by the <input type="text" value="product"/> of 625 and <input type="text" value="(1.12 · 1.25)"/>.</p> <p>Part C</p> <p>Based on the enrollment, the school district <input type="text" value="will"/> build a new school because the enrollment at the existing school increased by <input type="text" value="more"/> than from the first year to the third year.</p>	Multipart	7.EE.3												

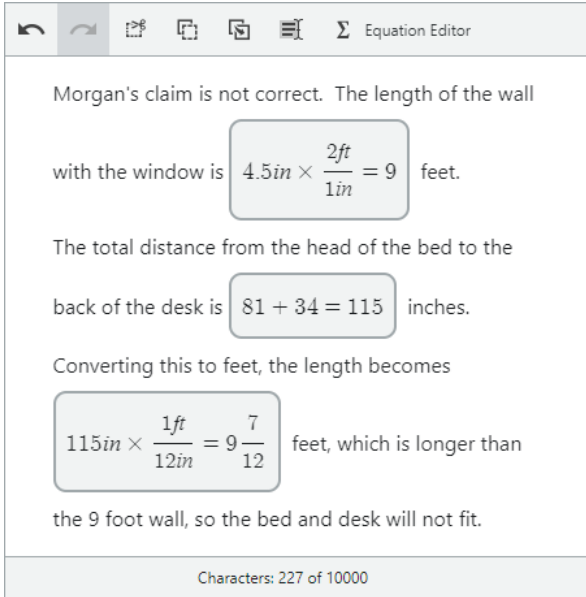
Math: Grade 7—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p style="text-align: center;">Part A</p> <p style="text-align: center;">Characters: 236 of 10000</p>	Multipart/Constructed Response	7.G.1
	<p style="text-align: center;">Part B</p> <p style="text-align: center;">Characters: 227 of 10000</p>		

[Grade 7 Constructed Response Scoring Rubric](#)

Math Grade 7 Constructed Response Test Answer Key



Math: Grade 7 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Part A</p> <p>Morgan's claim is not correct. The area of her old bedroom is equal to $12 \times 12 = 144$ square feet.</p> <p>Based on the scale drawing, her new bedroom has a length of $7in \times \frac{2ft}{1in} = 14$ feet.</p> <p>The width of her new bedroom is $4.5in \times \frac{2ft}{1in} = 9$ feet.</p> <p>That gives a total area of $14 \times 9 = 126$ square feet for the new room. So the new room is smaller than her old room.</p> <p>Characters: 236 of 10000</p>	Multipart/Constructed Response	7.G.1

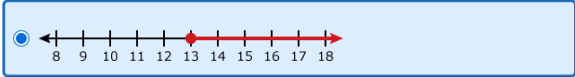
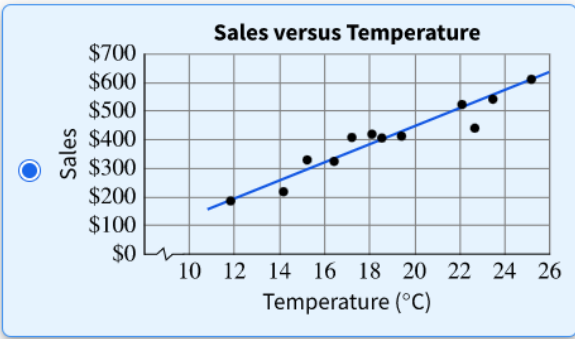
Math: Grade 7 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
1	<p>Part B</p>  <p>Morgan's claim is not correct. The length of the wall with the window is $4.5in \times \frac{2ft}{1in} = 9$ feet.</p> <p>The total distance from the head of the bed to the back of the desk is $81 + 34 = 115$ inches.</p> <p>Converting this to feet, the length becomes $115in \times \frac{1ft}{12in} = 9\frac{7}{12}$ feet, which is longer than the 9 foot wall, so the bed and desk will not fit.</p> <p>Characters: 227 of 10000</p>	Multipart/Constructed Response	7.G.1

[Mathematics Grade 7 Scoring Rubric](#)

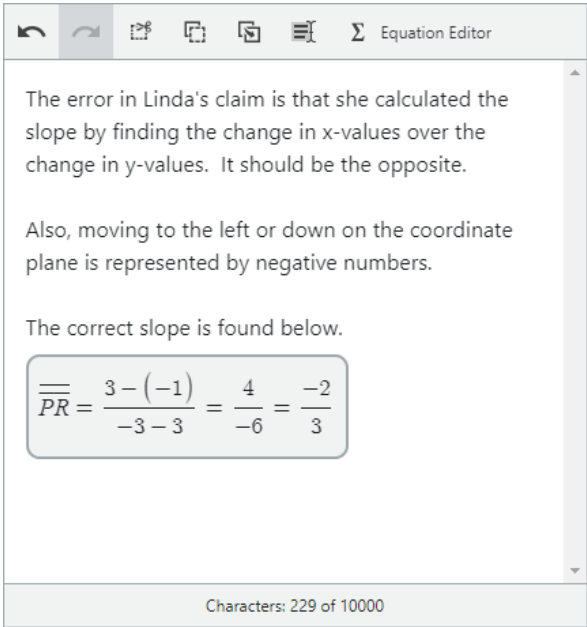
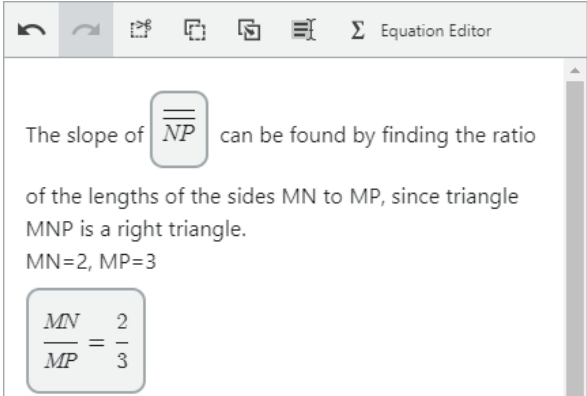
Math Grade 8 Practice Test Answer Key



Math: Grade 8																			
Item Number	Correct Answer	Item Type	Item Alignment																
1	<input checked="" type="radio"/> $-\frac{1}{8}$	Multiple-Choice Single-Select	8.EE.1																
2	<input checked="" type="radio"/> $\pm\frac{7}{4}$	Multiple-Choice Single-Select	8.EE.2																
3	<input checked="" type="radio"/> 6.40 cm	Multiple-Choice Single-Select	6.G.A.1																
4	<input checked="" type="checkbox"/> -72 <input checked="" type="checkbox"/> $\frac{4}{5}$ <input type="checkbox"/> $\sqrt{6}$ <input type="checkbox"/> $\sqrt{\frac{5}{16}}$ <input checked="" type="checkbox"/> $\sqrt{100}$	Multiple-Choice Multiple-Select	8.NS.1/2																
5	<input checked="" type="radio"/>	Multiple-Choice Single-Select	8.F.3																
6	<input type="text" value="30"/> m ²	Numeric Entry	6.G.A.1																
7	<table border="1"> <thead> <tr> <th></th> <th>No Solution</th> <th>Exactly One Solution</th> <th>Infinitely Many Solutions</th> </tr> </thead> <tbody> <tr> <td>$9x + 7 = 8x + 7$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$8x + 7 = 8x + 7$</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>$9x + 5 = 9x + 7$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		No Solution	Exactly One Solution	Infinitely Many Solutions	$9x + 7 = 8x + 7$	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	$8x + 7 = 8x + 7$	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	$9x + 5 = 9x + 7$	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Table	8.EE.7
	No Solution	Exactly One Solution	Infinitely Many Solutions																
$9x + 7 = 8x + 7$	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>																
$8x + 7 = 8x + 7$	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																
$9x + 5 = 9x + 7$	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>																

Math: Grade 8															
Item Number	Correct Answer	Item Type	Item Alignment												
8	<input type="text" value="20"/> degrees	Numeric Entry	8.G.5												
9	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td><input checked="" type="radio"/> Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Some students are younger than 15.	Must be true	<input checked="" type="radio"/> Could be true	Cannot be true	Select Text	6.SP.A.3
Statement	Truthfulness														
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10	<input checked="" type="radio"/> $y = -\frac{1}{2}x - 2$	Multiple-Choice Single-Select	8.F.2												
11	<p>Part A</p> <input checked="" type="radio"/> $d \geq 13$ <p>Part B</p> <input checked="" type="radio"/> 	Multipart	6.EE.B.8												
12	<input checked="" type="radio"/> $y = 15x + 300$	Multiple-Choice Single-Select	8.F.4												
13	<input type="text" value="98"/> degrees	Numeric Entry	4.MD.C.6												
14	<input checked="" type="radio"/> From P to Q	Multiple-Choice Single-Select	8.F.5												
15	The total amount raised from selling 40 key chains is <input type="text" value="less"/> than the total amount raised from selling 40 coffee cups by <input type="text" value="2"/> dollars.	Drop-Down	8.EE.5-2												
16	<input checked="" type="radio"/> 	Multiple-Choice Single-Select	8.SP.2/3												
17	<input checked="" type="radio"/> 108π	Multiple-Choice Single-Select	8.G.9												

Math: Grade 8			
Item Number	Correct Answer	Item Type	Item Alignment
18	<input checked="" type="checkbox"/> $x = -3$ <input type="checkbox"/> $x = 1$ <input checked="" type="checkbox"/> $x = -4$	Multiple-Choice Multiple-Select	6.EE.B.5
19	<input checked="" type="checkbox"/> $y - 1 = \frac{4}{x^2} - \frac{x^2}{4}$ <input type="checkbox"/> $5 = -2x - 3 + y$ <input type="checkbox"/> $y + 2x = 5x - 5$ <input checked="" type="checkbox"/> $y = \frac{1}{x} + 1$ <input checked="" type="checkbox"/> $y = x^2 - 4x + 5$	Multiple-Choice Multiple-Select	8.F.3
20	<input checked="" type="radio"/> Of all the students, 27% participate in both school sports and community service.	Multiple-Choice Single-Select	8.SP.4
21	$(-4, 3)$	Numeric Entry	8.EE.8
22	<p>The slope of the graph of function J is <input type="text" value="greater than"/> the slope of the graph of function K.</p> <p>The y-intercept of the graph of function J is <input type="text" value="less than"/> the y-intercept of the graph of function K.</p>	Drop-Down	8.F.2
23	<p>Step 1: <input type="text" value="area of large square"/> = <input type="text" value="area of 4 right triangles"/> + <input type="text" value="area of small square"/></p> <p>Step 2: $(a + b)^2 = 4 \cdot \frac{1}{2} \cdot ab + c^2$</p>	Drag and Drop/Click and Pop	8.G.6/7/8
24	$y = -2x + 10$	Numeric Entry	8.F.4
25	<input type="checkbox"/> Running 1 mile will cause the runner to use 1,725 calories. <input checked="" type="checkbox"/> A runner who runs 2 miles on one day is predicted to use 1,830 calories that day. <input checked="" type="checkbox"/> For each increase of 1 mile run per day, the number of calories used tends to increase, on average, by 105.	Multiple-Choice Multiple-Select	8.SP.2/3
26	$-1, 0.05, 0.1, \frac{2}{3}, \left \frac{8}{7} \right $	Drag and Drop/Click and Pop	6.NS.C.7

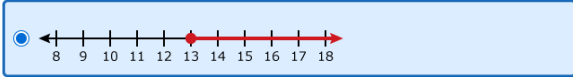
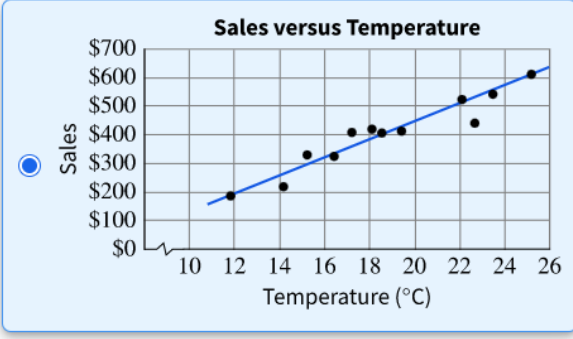
Math: Grade 8			
Item Number	Correct Answer	Item Type	Item Alignment
27	$c = 1$ and $d = 12$	Numeric Entry	8.F.1
28	<input type="radio"/> $y = 2x + b$	Multiple-Choice Single-Select	8.EE.6
29	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4
30	<p style="text-align: center;">Part A</p>  <p style="text-align: center;">Part B</p> 	Multipart/Constructed Response	8.EE.6

[Grade 8 Constructed Response Scoring Rubric](#)

Math Grade 8 Practice Test Answer Key – TTS



Math: Grade 8—TTS																			
Item Number	Correct Answer	Item Type	Item Alignment																
1	<input checked="" type="radio"/> $-\frac{1}{8}$	Multiple-Choice Single-Select	8.EE.1																
2	<input checked="" type="radio"/> $\pm\frac{7}{4}$	Multiple-Choice Single-Select	8.EE.2																
3	<input checked="" type="radio"/> 6.40 cm	Multiple-Choice Single-Select	6.G.A.1																
4	<input checked="" type="checkbox"/> -72 <input checked="" type="checkbox"/> $\frac{4}{5}$ <input type="checkbox"/> $\sqrt{6}$ <input type="checkbox"/> $\sqrt{\frac{5}{16}}$ <input checked="" type="checkbox"/> $\sqrt{100}$	Multiple-Choice Multiple-Select	8.NS.1/2																
5	<input checked="" type="radio"/>	Multiple-Choice Single-Select	8.F.3																
6	<input type="text" value="30"/> m ²	Numeric Entry	6.G.A.1																
7	<table border="1"> <thead> <tr> <th></th> <th>No Solution</th> <th>Exactly One Solution</th> <th>Infinitely Many Solutions</th> </tr> </thead> <tbody> <tr> <td>$9x + 7 = 8x + 7$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$8x + 7 = 8x + 7$</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>$9x + 5 = 9x + 7$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		No Solution	Exactly One Solution	Infinitely Many Solutions	$9x + 7 = 8x + 7$	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	$8x + 7 = 8x + 7$	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	$9x + 5 = 9x + 7$	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Table	8.EE.7
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Math: Grade 8—TTS															
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Math: Grade 8—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
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19	<input checked="" type="radio"/> Of all the students, 27% participate in both school sports and community service.	Multiple-Choice Single-Select	8.SP.4
20	(-4 , 3)	Numeric Entry	8.EE.8
21	The slope of the graph of function J is greater than the slope of the graph of function K. The y-intercept of the graph of function J is less than the y-intercept of the graph of function K.	Drop-Down	8.F.2
22	Step 1: area of large square = area of 4 right triangles + area of small square Step 2: $(a + b)^2 = 4 \cdot \frac{1}{2} \cdot ab + c^2$	Drag and Drop/Click and Pop	8.G.6/7/8
23	$y = -2x + 10$	Numeric Entry	8.F.4
24	<input type="checkbox"/> Running 1 mile will cause the runner to use 1,725 calories. <input checked="" type="checkbox"/> A runner who runs 2 miles on one day is predicted to use 1,830 calories that day. <input checked="" type="checkbox"/> For each increase of 1 mile run per day, the number of calories used tends to increase, on average, by 105.	Multiple-Choice Multiple-Select	8.SP.2/3
25	<u>-1</u> , <u>0.05</u> , <u>0.1</u> , <u>$\frac{2}{3}$</u> , <u>$\frac{8}{7}$</u>	Drag and Drop/Click and Pop	6.NS.C.7
26	$c = 1$ and $d = 12$	Numeric Entry	8.F.1
27	<input checked="" type="radio"/> $y = 2x + b$	Multiple-Choice Single-Select	8.EE.6
28	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4

Math: Grade 8—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p style="text-align: center;">Part A</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>The error in Linda's claim is that she calculated the slope by finding the change in x-values over the change in y-values. It should be the opposite.</p> <p>Also, moving to the left or down on the coordinate plane is represented by negative numbers.</p> <p>The correct slope is found below.</p> $\overline{PR} = \frac{3 - (-1)}{-3 - 3} = \frac{4}{-6} = \frac{-2}{3}$ </div> <p style="text-align: center;">Part B</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>The slope of \overline{NP} can be found by finding the ratio of the lengths of the sides MN to MP, since triangle MNP is a right triangle.</p> <p>MN=2, MP=3</p> $\frac{MN}{MP} = \frac{2}{3}$ </div> <p style="text-align: center;">Characters: 229 of 10000</p>	Multipart/Constructed Response	8.EE.6

[Grade 8 Constructed Response Scoring Rubric](#)

Math Grade 8 Constructed Response Test Answer Key



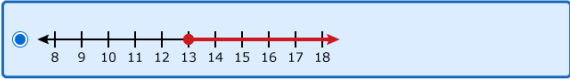
Math: Grade 8 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
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[Mathematics Grade 8 Scoring Rubric](#)

Math Grade 9 Practice Test Answer Key



Math: Grade 9																		
Item Number	Correct Answer	Item Type	Item Alignment															
1	<input checked="" type="radio"/> $100 = (35 + 20)w$	Multiple-Choice Single-Select	A.CED.1															
2	<input type="text" value="-1"/> , <input type="text" value="0.05"/> , <input type="text" value="0.1"/> , <input type="text" value="2/3"/> , <input type="text" value=" 8/7 "/>	Drag and Drop/Click and Pop	6.NS.C.7															
3	<input checked="" type="radio"/> 0.074	Multiple-Choice Single-Select	N.Q.1/2/3															
4	<input type="text" value="12"/> $x^2 +$ <input type="text" value="5"/> $x +$ <input type="text" value="-2"/>	Numeric Entry	A.APR.1															
5	<table border="1"> <thead> <tr> <th></th> <th>Must Be Rational</th> <th>Must Be Irrational</th> </tr> </thead> <tbody> <tr> <td>$r + s$</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>$r + w$</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>rs</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>rw</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>		Must Be Rational	Must Be Irrational	$r + s$	<input checked="" type="radio"/>	<input type="radio"/>	$r + w$	<input type="radio"/>	<input checked="" type="radio"/>	rs	<input checked="" type="radio"/>	<input type="radio"/>	rw	<input type="radio"/>	<input checked="" type="radio"/>	Table	N.RN.3
	Must Be Rational	Must Be Irrational																
$r + s$	<input checked="" type="radio"/>	<input type="radio"/>																
$r + w$	<input type="radio"/>	<input checked="" type="radio"/>																
rs	<input checked="" type="radio"/>	<input type="radio"/>																
rw	<input type="radio"/>	<input checked="" type="radio"/>																
6	<input checked="" type="radio"/> 100 pencils and 20 pens	Multiple-Choice Single-Select	A.CED.3															
7	<input type="text" value="30"/> m^2	Numeric Entry	6.G.A.1															
8	The median running time of group J is <input type="text" value="greater than"/> the median running time of group K. The interquartile range of running times for group J is <input type="text" value="equal to"/> the interquartile range of running times for group K.	Drop-Down	S.ID.1/2/3/4															
9	<input checked="" type="radio"/> $c > 0$	Multiple-Choice Single-Select	A.REI.10/11															
10	$C =$ <input type="text" value="150"/> $m +$ <input type="text" value="3000"/>	Numeric Entry	F.LE.1/2/3															
11	<input checked="" type="radio"/> $t_n = -4(n - 1)$	Multiple-Choice Single-Select	F.BF.2															

Math: Grade 9															
Item Number	Correct Answer	Item Type	Item Alignment												
12	<input type="radio"/> $1,000(1.049)^t$	Multiple-Choice Single-Select	A.SSE.3c												
13	<p>Part A</p> <input type="radio"/> $d \geq 13$ <p>Part B</p> 	Multipart	6.EE.B.8												
14	<input type="radio"/> $a = \frac{c-5}{2}$	Multiple-Choice Single-Select	F.BF.4a												
15	$b = $ <input type="text" value="-12"/>	Numeric Entry	A.APR.1												
16	$x = $ <input type="text" value="1"/> $x = $ <input type="text" value="-3"/>	Numeric Entry	A.REI.4												
17	<input type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4												
18	$a = $ <input type="text" value="2"/> ; $b = $ <input type="text" value="3"/>	Numeric Entry	F.LE.1/2/3												
19	<input type="checkbox"/> There were 185 members in the club when the advertisement was published. <input checked="" type="checkbox"/> There were 215 members in the club 2 months after the advertisement was published. <input checked="" type="checkbox"/> Membership in the club increased by the same amount each month for $m \geq 1$.	Multiple-Choice Multiple-Select	F.LE.5												
20	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The slope of the linear model is negative.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>The linear relationship between exercise and cholesterol levels is weak.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>As the number of hours per week spent exercising increases, cholesterol levels tend to decrease.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		True	False	The slope of the linear model is negative.	<input checked="" type="radio"/>	<input type="radio"/>	The linear relationship between exercise and cholesterol levels is weak.	<input type="radio"/>	<input checked="" type="radio"/>	As the number of hours per week spent exercising increases, cholesterol levels tend to decrease.	<input checked="" type="radio"/>	<input type="radio"/>	Table	S.ID.7/8/9
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22	<input checked="" type="radio"/> $0 \leq m \leq 50$	Multiple-Choice Single-Select	F.IF.5																
23	<input checked="" type="checkbox"/> $\sqrt{9^4}$ <input type="checkbox"/> $\sqrt{27}$ <input checked="" type="checkbox"/> $\sqrt{3^8}$	Multiple-Choice Multiple-Select	N.RN.1/2																
24	$f(x) = (x - 1)^2 + -4$	Numeric Entry	F.IF.8a																
25	<table border="1"> <thead> <tr> <th></th> <th>Green</th> <th>Purple</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Hood</th> <td>100</td> <td>70</td> <td>170</td> </tr> <tr> <th>No Hood</th> <td>80</td> <td>130</td> <td>210</td> </tr> <tr> <th>Total</th> <td>180</td> <td>200</td> <td>380</td> </tr> </tbody> </table>		Green	Purple	Total	Hood	100	70	170	No Hood	80	130	210	Total	180	200	380	Drag and Drop/Click and Pop	S.ID.5/6
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27	<input checked="" type="checkbox"/> $x^2 - 9$ <input type="checkbox"/> $x^2 - 11$ <input checked="" type="checkbox"/> $4x^2 - 1$ <input type="checkbox"/> $4x^2 - 2$ <input checked="" type="checkbox"/> $9x^2 - 4$	Multiple-Choice Multiple-Select	A.SSE.2																
28	<input checked="" type="radio"/> $h(x) = f(3x)$	Multiple-Choice Single-Select	F.BF.3																

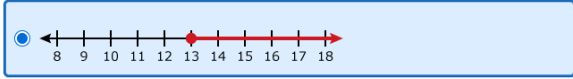
Math: Grade 9			
Item Number	Correct Answer	Item Type	Item Alignment
29	<p>Part A</p> <p><input checked="" type="radio"/> 2</p> <p>Part B</p> <p><input checked="" type="radio"/> $n = \frac{11}{6}$</p>	Multipart	A-SSE.3
30	<p>Part A</p> <p>The value of the car as a function of time after it was purchased is best modeled with an exponential function. This is because the value of the car is decreasing by a constant percent. If V is the value of the car when it is purchased, the following list shows the expressions that give the value of the car for some years, x, after it was purchased:</p> <p>Value = $(0.85)V$ when $x = 1$</p> <p>Value = $(0.85)[(0.85)V] = (0.85)^2V$ when $x = 2$</p> <p>Value = $(0.85)(0.85)(0.85)V = (0.85)^3V$ when $x = 3$</p> <p>Part B</p> <p>$17918 = V(0.85)^2$</p> <p>$17918 = V(0.7225)$</p> <p>$\frac{17918}{0.7225} = V$</p> <p>$248000 = V$</p> <p>The car had a value of \$24,800 when it was purchased.</p>	Multipart/Constructed response	F.LE.1/2/3

[Grade 9 Constructed Response Scoring Rubric](#)

Math Grade 9 Practice Test Answer Key - TTS



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	Must Be Rational	Must Be Irrational																
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$r + w$	<input type="radio"/>	<input checked="" type="radio"/>																
rs	<input checked="" type="radio"/>	<input type="radio"/>																
rw	<input type="radio"/>	<input checked="" type="radio"/>																
6	<input checked="" type="radio"/> 100 pencils and 20 pens	Multiple-Choice Single-Select	A.CED.3															
7	<input type="text" value="30"/> m^2	Numeric Entry	6.G.A.1															
8	<input checked="" type="radio"/> $c > 0$	Multiple-Choice Single-Select	A.REI.10/11															
9	$C =$ <input type="text" value="150"/> $m +$ <input type="text" value="3000"/>	Numeric Entry	F.LE.1/2/3															
10	<input checked="" type="radio"/> $t_n = -4(n - 1)$	Multiple-Choice Single-Select	F.BF.2															
11	<input checked="" type="radio"/> $1,000(1.049)^t$	Multiple-Choice Single-Select	A.SSE.3c															

Math: Grade 9—TTS															
Item Number	Correct Answer	Item Type	Item Alignment												
12	<p>Part A</p> <p><input checked="" type="radio"/> $d \geq 13$</p> <p>Part B</p> 	Multipart	6.EE.B.8												
13	<input checked="" type="radio"/> $a = \frac{c-5}{2}$	Multiple-Choice Single-Select	F.BF.4a												
14	$b = $ <input type="text" value="-12"/>	Numeric Entry	A.APR.1												
15	$x = $ <input type="text" value="1"/> $x = $ <input type="text" value="-3"/>	Numeric Entry	A.REI.4												
16	<input checked="" type="radio"/> 24 m	Multiple-Choice Single-Select	7.G.B.4												
17	$a = $ <input type="text" value="2"/> ; $b = $ <input type="text" value="3"/>	Numeric Entry	F.LE.1/2/3												
18	<p><input type="checkbox"/> There were 185 members in the club when the advertisement was published.</p> <p><input checked="" type="checkbox"/> There were 215 members in the club 2 months after the advertisement was published.</p> <p><input checked="" type="checkbox"/> Membership in the club increased by the same amount each month for $m \geq 1$.</p>	Multiple-Choice Multiple-Select	F.LE.5												
19	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The slope of the linear model is negative.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>The linear relationship between exercise and cholesterol levels is weak.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>As the number of hours per week spent exercising increases, cholesterol levels tend to decrease.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		True	False	The slope of the linear model is negative.	<input checked="" type="radio"/>	<input type="radio"/>	The linear relationship between exercise and cholesterol levels is weak.	<input type="radio"/>	<input checked="" type="radio"/>	As the number of hours per week spent exercising increases, cholesterol levels tend to decrease.	<input checked="" type="radio"/>	<input type="radio"/>	Table	S.ID.7/8/9
	True	False													
The slope of the linear model is negative.	<input checked="" type="radio"/>	<input type="radio"/>													
The linear relationship between exercise and cholesterol levels is weak.	<input type="radio"/>	<input checked="" type="radio"/>													
As the number of hours per week spent exercising increases, cholesterol levels tend to decrease.	<input checked="" type="radio"/>	<input type="radio"/>													
20	<p><input checked="" type="checkbox"/> $x = -3$</p> <p><input type="checkbox"/> $x = 1$</p> <p><input checked="" type="checkbox"/> $x = -4$</p>	Multiple-Choice Multiple-Select	6.EE.B.5												

Math: Grade 9—TTS																			
Item Number	Correct Answer	Item Type	Item Alignment																
21	<input checked="" type="radio"/> $0 \leq m \leq 50$	Multiple-Choice Single-Select	F.IF.5																
22	<input checked="" type="checkbox"/> $\sqrt{9^4}$ <input type="checkbox"/> $\sqrt{27}$ <input checked="" type="checkbox"/> $\sqrt{3^8}$	Multiple-Choice Multiple-Select	N.RN.1/2																
23	$f(x) = (x - 1)^2 + -4$	Numeric Entry	F.IF.8a																
24	<table border="1"> <thead> <tr> <th></th> <th>Green</th> <th>Purple</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Hood</th> <td>100</td> <td>70</td> <td>170</td> </tr> <tr> <th>No Hood</th> <td>80</td> <td>130</td> <td>210</td> </tr> <tr> <th>Total</th> <td>180</td> <td>200</td> <td>380</td> </tr> </tbody> </table>		Green	Purple	Total	Hood	100	70	170	No Hood	80	130	210	Total	180	200	380	Drag and Drop/Click and Pop	S.ID.5/6
	Green	Purple	Total																
Hood	100	70	170																
No Hood	80	130	210																
Total	180	200	380																
25	<table border="1"> <thead> <tr> <th>Statement</th> <th colspan="3">Truthfulness</th> </tr> </thead> <tbody> <tr> <td>At least one student is 23.</td> <td>Must be true</td> <td>Could be true</td> <td>Cannot be true</td> </tr> <tr> <td>Some students are younger than 15.</td> <td>Must be true</td> <td>Could be true</td> <td>Cannot be true</td> </tr> </tbody> </table>	Statement	Truthfulness			At least one student is 23.	Must be true	Could be true	Cannot be true	Some students are younger than 15.	Must be true	Could be true	Cannot be true	Select Text	6.SP.A.3				
Statement	Truthfulness																		
At least one student is 23.	Must be true	Could be true	Cannot be true																
Some students are younger than 15.	Must be true	Could be true	Cannot be true																
26	<input checked="" type="checkbox"/> $x^2 - 9$ <input type="checkbox"/> $x^2 - 11$ <input checked="" type="checkbox"/> $4x^2 - 1$ <input type="checkbox"/> $4x^2 - 2$ <input checked="" type="checkbox"/> $9x^2 - 4$	Multiple-Choice Multiple-Select	A.SSE.2																
27	<input checked="" type="radio"/> $h(x) = f(3x)$	Multiple-Choice Single-Select	F.BF.3																

Math: Grade 9—TTS			
Item Number	Correct Answer	Item Type	Item Alignment
28	<p>Part A</p> <p><input checked="" type="radio"/> 2</p> <p>Part B</p> <p><input checked="" type="radio"/> $n = \frac{11}{6}$</p>	Multipart	A-SSE.3
29	<p>Part A</p> <p>The value of the car as a function of time after it was purchased is best modeled with an exponential function. This is because the value of the car is decreasing by a constant percent. If V is the value of the car when it is purchased, the following list shows the expressions that give the value of the car for some years, x, after it was purchased:</p> <p>Value = $(0.85)V$ when $x = 1$</p> <p>Value = $(0.85)[(0.85)V] = (0.85)^2V$ when $x = 2$</p> <p>Value = $(0.85)(0.85)(0.85)V = (0.85)^3V$ when $x = 3$</p> <p>Part B</p> <p>$17918 = V(0.85)^2$</p> <p>$17918 = V(0.7225)$</p> <p>$\frac{17918}{0.7225} = V$</p> <p>$248000 = V$</p> <p>The car had a value of \$24,800 when it was purchased.</p>	Multipart/Constructed response	F.LE.1/2/3

[Grade 9 Constructed Response Scoring Rubric](#)

Math Grade 9 Constructed Response Test Answer Key



Math: Grade 9 Constructed Response			
Item Number	Correct Answer	Item Type	Item Alignment
30	<p style="text-align: center;">Part A</p> <p>The value of the car as a function of time after it was purchased is best modeled with an exponential function. This is because the value of the car is decreasing by a constant percent. If V is the value of the car when it is purchased, the following list shows the expressions that give the value of the car for some years, x, after it was purchased:</p> <p>Value = $(0.85)V$ when $x = 1$</p> <p>Value = $(0.85)[(0.85)V] = (0.85)^2V$ when $x = 2$</p> <p>Value = $(0.85)(0.85)(0.85)V = (0.85)^3V$ when $x = 3$</p> <p style="text-align: center;">Part B</p> <p>$17918 = V(0.85)^2$</p> <p>$17918 = V(0.7225)$</p> <p>$\frac{17918}{0.7225} = V$</p> <p>$248000 = V$</p> <p>The car had a value of \$24,800 when it was purchased.</p>	Multipart/Constructed response	F.LE.1/2/3

[Mathematics Grade 9 Scoring Rubric](#)

Appendix D—Constructed Response Scoring Rubrics

ELA Grades 3-5 Scoring Rubric

Text-Based Explanatory (TBE) and Supporting an Opinion or Claim (SOC)

Points	Description
3	<p>A successful response displays the following characteristics:</p> <ul style="list-style-type: none"> • Responds accurately to all parts of the prompt • Restates and/or explains the opinion as required by the prompt (SOC only) • Is written mostly in the student’s own words • Includes relevant supporting details or evidence as required by the prompt • Stays on task/on topic; does not introduce unrelated ideas or information • Uses linking words, phrases, and clauses to connect the idea(s) and supporting details • Introduces the topic, groups ideas logically, and provides a sense of closure • Uses sentences that are complete and correct • Uses precise and/or domain-specific language to write about the topic (grades 4 and 5 only)
2	<p>A partially successful response displays the following strengths:</p> <ul style="list-style-type: none"> • Addresses all parts of the prompt • Is written mostly in the student’s own words • Makes reference to the opinion as required by the prompt (SOC only) But it also displays one or more of the following weaknesses. • Contains details or evidence that may be vague (e.g., references the supporting details in a sweeping manner rather than drawing on specific information from the text), weakly linked (e.g., identifies evidence but does not explain its connection to the idea), incomplete (e.g., includes one piece of evidence when two are required), or excessive. • Inserts unnecessary or inaccurate information, such as personal opinion or information from the text that is not applicable to the prompt • Does not effectively use linking words to connect ideas • Demonstrates weaknesses in organization, such as not introducing the topic, not providing a sense of closure, not grouping ideas logically, or not organizing ideas in a traditional paragraph structure (e.g., ideas are complete but presented as bullets or an outline) • Contains errors in sentence structure and/or word choice that weaken clarity
1	<p>A minimally successful response displays the following strengths:</p> <ul style="list-style-type: none"> • Attempts to address all or part of the prompt • Demonstrates an awareness of the topic <p>But it also displays one or more of the following weaknesses.</p> <ul style="list-style-type: none"> • Contains mostly inaccurate information

Points	Description
	<ul style="list-style-type: none"> • Lacks an explanation as required by the prompt • Consists mostly of quoted or copied text • Does not include relevant supporting details or evidence as required by the prompt • Displays no logical organization (e.g., contains a list of words or ideas that relate to the prompt but do not form a cohesive paragraph) • Contains errors in word choice and/or sentence structure that severely impede meaning and clarity
0	<p>A response cannot be scored if it displays any of the following characteristics:</p> <ul style="list-style-type: none"> • Consists entirely of text that is copied from the prompt and/or passage • Is completely off topic • Is incoherent • Is not written in the target language • Is blank • Is inadequate for scoring

ELA Grades 6-8 Scoring Rubric

Text-Based Explanatory (TBE) and Supporting an Opinion or Claim (SOC)

Score	Description
3	<p>A successful response displays the following characteristics:</p> <ul style="list-style-type: none"> • Responds accurately to all parts of the prompt • Restates and/or explains the claim as required by the prompt (SOC only) • Is written mostly in the student's own words • Includes relevant evidence as required by the prompt • Stays on task/on topic; does not introduce irrelevant ideas or information • Makes clear the relationship between the idea(s) and the evidence • Introduces the topic, sequences ideas logically, and provides a sense of closure • Uses sentences that are complete and correct • Uses precise and/or domain-specific language to write about the topic
2	<p>A partially successful response displays the following strengths:</p> <ul style="list-style-type: none"> • Addresses all parts of the prompt • Is written mostly in the student's own words • Makes reference to the claim as required by the prompt (SOC only) <p>But it also displays one or more of the following weaknesses.</p> <ul style="list-style-type: none"> • Contains evidence that may be vague (e.g., references the evidence in a sweeping manner rather than drawing on specific information from the text), weakly linked (e.g., identifies or asserts the value of evidence but does not explain its connection to the idea), incomplete (e.g., includes one piece of evidence when two are required), or excessive. • Inserts unnecessary or inaccurate information, such as personal opinion or information from the text that is not applicable to the prompt • Does not effectively make connections among ideas

Score	Description
	<ul style="list-style-type: none"> Demonstrates weaknesses in organization, such as not introducing the topic, not providing a sense of closure, not grouping ideas logically, or not organizing ideas in a traditional paragraph structure (e.g., ideas are complete but presented as bullets or an outline) Contains errors in sentence structure and/or word choice that weaken clarity
1	<p>A minimally successful response displays the following strengths:</p> <ul style="list-style-type: none"> Attempts to address the prompt Demonstrates an awareness of the topic <p>But it also displays one or more of the following weaknesses.</p> <ul style="list-style-type: none"> Contains mostly inaccurate information Lacks an explanation as required by the prompt Consists mostly of quoted or copied text Does not include relevant evidence as required by the prompt Displays no logical organization (e.g., contains a list of words or ideas that relate to the prompt but do not form a cohesive paragraph) Contains errors in word choice and/or sentence structure that severely impede meaning and clarity
0	<p>A response cannot be scored if it displays any of the following characteristics:</p> <ul style="list-style-type: none"> Consists entirely of text that is copied from the prompt and/or passage Is completely off topic Is incoherent Is not written in the target language Is blank Is inadequate for scoring

ELA Grade 9 Scoring Rubric

Text-Based Explanatory (TBE) and Supporting an Opinion or Claim (SOC)

Score	Description
3	<p>A successful response displays the following characteristics:</p> <ul style="list-style-type: none"> Responds accurately to all parts of the prompt Restates and/or explains the claim as required by the prompt (SOC only) Is written mostly in the student's own words Incorporates relevant evidence as required by the prompt Stays on task/on topic; does not introduce irrelevant ideas or information Makes clear the relationship between the idea(s) and the evidence Introduces the topic, sequences ideas logically, and provides a sense of closure Uses sentences that are complete, correct, and varied Uses precise, domain-specific language to write about the topic
2	<p>A partially successful response displays the following strengths:</p> <ul style="list-style-type: none"> Addresses all parts of the prompt

Score	Description
	<ul style="list-style-type: none"> • Is written mostly in the student’s own words • Makes reference to the claim as required by the prompt (SOC only) But it also displays one or more of the following weaknesses. • Contains evidence that may be vague (e.g., references the evidence in a sweeping manner rather than drawing on specific information from the text), weakly linked (e.g., identifies or asserts the value of evidence but does not explain its connection to the idea), incomplete (e.g., includes one piece of evidence when two are required), or excessive • Inserts additional unnecessary or inaccurate information, such as personal opinion or information from the text that is not applicable to the prompt • Does not effectively make connections among ideas • Demonstrates weaknesses in organization, such as not introducing the topic, not providing a sense of closure, not grouping ideas logically, or not organizing ideas in a traditional paragraph structure (e.g., ideas are complete but presented as bullets or an outline) • Contains errors in sentence structure and/or word choice that weaken clarity
1	<p>A minimally successful response displays the following strengths:</p> <ul style="list-style-type: none"> • Attempts to address the prompt • Demonstrates an awareness of the topic But it also displays one or more of the following weaknesses. • Contains mostly inaccurate information • Lacks an explanation as required by the prompt • Consists mostly of quoted or copied text • Does not include relevant evidence as required by the prompt • Displays no logical organization (e.g., contains a list of words or ideas that relate to the prompt but that are not a cohesive paragraph) • Contains errors in word choice and/or sentence structure that severely impede meaning and clarity
0	<p>A response cannot be scored if it displays any of the following characteristics:</p> <ul style="list-style-type: none"> • Consists entirely of text that is copied from the prompt and/or passage • Is completely off topic • Is incoherent • Is not written in the target language • Is blank • Is inadequate for scoring

Mathematics Grade 3 Scoring Rubric

This question is worth 3 points. Each of the following components is worth 1 point.

- In Part A, the response shows that the least number of labels needed to cover the board is 96.
- In Part B, the response shows that the least number of packages of labels that should be bought is 16.
 - **Note:** Correctly using an incorrect answer from Part A meets this component.
- In Parts A and B, the response shows understanding that numbers should be multiplied (or numbers should be repeatedly added) in Part A AND that numbers should be divided (or numbers should be repeatedly subtracted) in Part B OR shows that other appropriate strategies were used.

Mathematics Grade 4 Scoring Rubric

This question is worth 3 points. Each of the following components is worth 1 point.

- In Part A, the response is correct.
- In Part B, the response is correct.
- In Part C, the response shows an understanding that place value is the reason why Joni's method does not always result in a correct comparison of numbers that each have a different number of digits.

Mathematics Grade 5 Scoring Rubric

This question is worth 3 points. Each of the following components is worth 1 point.

- The response shows that the volume of one small box and the carton should be calculated OR that the number of boxes that fit in each carton should be calculated.
- The response shows that the total volume of 972 small boxes should be divided by the total volume of one carton OR that the total number of boxes should be divided by the number of boxes that fit in 1 carton.
 - This component is met if the response correctly uses one or more incorrect values.
- The response shows a correct answer of 3 cartons.
 - This component is met if the response correctly uses incorrect volumes and/or numbers of boxes.
 - Units are not needed to meet this component.

Mathematics Grade 6 Scoring Rubric

This question is worth 3 points. Each of the following components is worth 1 point.

- In Part A, the response explains that the claim is not valid and provides evidence of understanding how to find the surface area of the prism.
- In Part A, the response gives the correct surface area: 144 square inches.
- In Part B, the response explains that the claim is not valid and provides evidence of understanding why the surface area of the prism does not double if Sophia doubles the lengths of the $7\frac{1}{2}$ inch edges.
- In Part B, the response gives the correct increase in the surface area of the prism if Sophia doubles the lengths of the $7\frac{1}{2}$ inch edges: 120 square inches.

Mathematics Grade 7 Scoring Rubric

This question is worth 4 points. Each of the following components is worth 1 point.

- In Part A, the response shows evidence of understanding how to correctly apply a given scale factor to find either dimension of the new bedroom floor, in feet.
- In Part A, the response includes the areas of both floors, in square inches or square feet.
- In Part A, the response shows evidence of understanding that the claim is incorrect and the reasons why.
 - **Note:** A response that includes an explanation based on correctly comparing incorrect areas meets this component.
- In Part B, the response shows evidence of understanding that the claim is incorrect and the reason why.
 - **Note:** A response that includes an explanation based on correctly comparing the sum of 81 and 31 with an incorrectly calculated width, in feet, meets this component.

Mathematics Grade 8 Scoring Rubric

This question is worth 4 points. Each of the following components is worth 1 point.

- The response provides an explanation of the error in Linda's claim.
- The response shows the correct calculation and identification of the slope.
- The response provides correct reasoning about the slopes being equal, which includes the fact that the triangles are similar.
- The response provides correct reasoning about the slopes being equal because the ratios are equal, which includes the fact that the ratios of corresponding sides of the triangles are equal.
 - **Note:** If the response to Part B only contains calculations of the slopes of the segments without using the similar triangle concept, both points may be awarded as long as both slopes are calculated correctly.

Mathematics Grade 9 Scoring Rubric

This question is worth 4 points. Each of the following components is worth 1 point.

- In Part A, the response shows that the situation can be modeled by an exponential function and provides a correct explanation.
- In either Part A or Part B, the response contains the correct decay factor of 0.85. This may not be explicit but should be apparent in the work shown.
- In Part B, the response contains a reasonable computation (between \$23,000 and \$25,000) for the original price based on the work shown.
- In Part B, the response provides an equation, process, or explanation for the computation.



Educator Guide to Student Readiness

2024

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