



## Q & A—2009 Grades 6–8 Mathematics Tests

### Global clarification

**Q:** At times, a student will show two or more separate bodies of work, one which is incorrect and one which is correct or appropriate, but does not cross out either body of work. Which body of work do we evaluate?

**A:** If both correct and incorrect procedures are demonstrated within a “show your work” item, evaluate only the body of work that leads to the answer on the answer line. This body of work includes all work associated with the procedure leading to the final answer, including any check on the final answer.

**Q:** If there is no space provided for the student to “show your work” can we look at or score any work shown on the paper?

**A:** No. If the question does not require the student to show his/her work, you cannot score any work on the paper other than the results written by the student, as stated in Scoring Policy #1.

### Grade 6

#### 6MA-VOL 1

**Item #28**

**Page 24**

#### Clarification of the Annotation

The annotation refers to dividing 100 by 25.

**Clarification:** In this response the student correctly divides 10 by 25 but misplaces the decimal point in the quotient.

**Item #32**  
**Pages 49–53**

**Q: Can a student be awarded any credit without addressing the concept of equality?**

**A: No.**

**6MA-VOL 2**

**Item #26**  
**Practice Set #2, Page 2**

**Q: Can a student receive a score point 2 without providing the expression?**

**A: No, because the student was explicitly instructed to “rewrite Ms. Elma’s expression in exponential form.”**

**Item #28**  
**Practice Set #11, Page 11**

**Q: Can a student use sequencing or grouping with a pattern to show work?**

**A: Yes. A correct pattern or sequence constitutes sufficient work.**

**Grade 7**

**7MA-VOL 1**

**Item #37**  
**Page 54**

**Clarification of the Audio**

The audio states “133 is added to the other four angles.”

**Clarification:** 133 is added to the other three angles.

**7MA-VOL 2**

**Item #34**

**Practice Set #17, Page 17**

**Q: Why is Practice Set #17 not a score point 0?**

**A:** Correctly identifying the sign as negative and stating “it goes backward from 1.06” is sufficient to earn a score point 1.

**Item #35**

**Page 25**

**Q: Why is this response considered complete and correct when  $-9 + 6 = -3$  is not shown?**

**A:** In accordance with Mathematics Scoring Policy #14, “For work shown to be considered complete, the final step of the work (bridging the work to the answer) needs to be shown.”

**Item #38**

**Page 37**

**Q-1: Could the term “interval” be acceptable if used in place of “range”?**

**A-1:** Yes.

**Item #38**

**Page 40**

**Q-2: Why is the price range \$4.00 to \$11.99 an acceptable response for the least number of plants sold?**

**A-2:** This price range is considered acceptable for partial credit because the student followed the correct procedure using his or her own data. (Refer to Scoring Policy #8.)

## Grade 8

### 8MA-VOL 1

**Item #28**

**Page 11**

**Q: Why is Guide Paper #5 not a score point 1?**

**A:** Item 28 tests the student's knowledge of supplementary relationships. Finding the two angles to be complimentary, even if solved correctly, is unacceptable. The scoring of this paper is consistent with the scoring of similar papers in the past.

### 8MA-VOL 2

**Item #35**

**Page 16**

#### Clarification of the Audio

The audio states "the correct answer is  $5x + y$ ."

**Clarification:** The correct answer is the equation  $5x = y$ .

**Item #40**

**Page 53**

**Q: Why does Guide Paper #2 not receive full credit?**

**A:** Simply saying the "gallons do not start at zero" is too vague. It is necessary to make reference to a liquid already present at the outset.

### 8MA-VOL 3

**Item #30**

**Practice Set #13, Page 13**

#### Clarification of the Audio

The audio states "that the function rule is missing."

**Clarification:** The student has provided a function rule; however, it is incorrect.

**Item #42**  
**Pages 84–85**

**Q: Could any other transformation (other than a translation) receive any credit?**

**A: No.**

**Item #43**  
**Page 89**

**Clarification of the Audio**

The audio states “that the scale is incorrect.”

**Clarification:** The scales on the graph are correct. However, the plotted points cannot be determined to be correct because the axes are not labeled.

Thank you for your attention to the scoring of the Grades 6–8 Mathematics Tests.