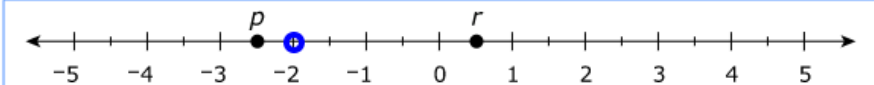
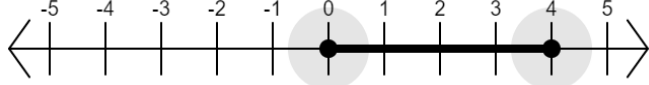
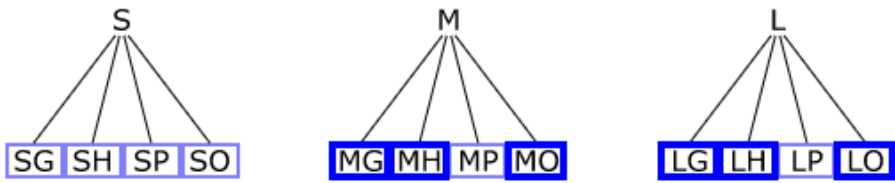
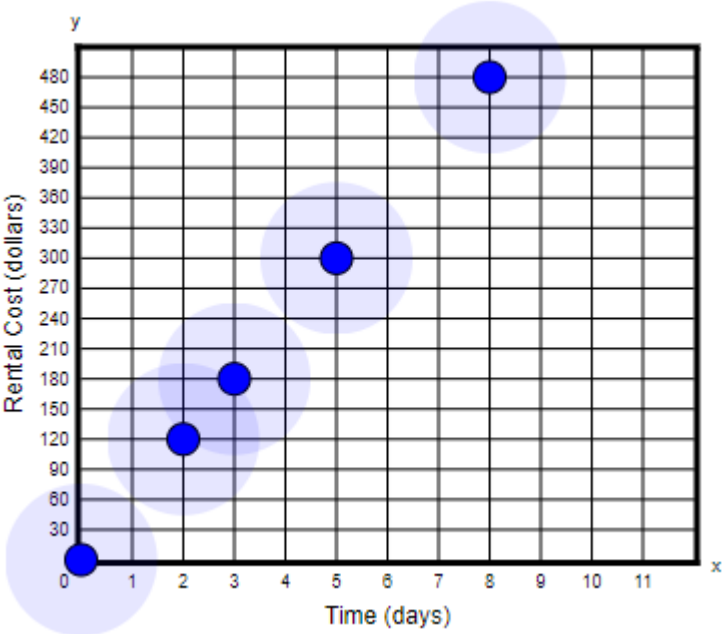


Item Number	Answer Key	Evidence Statement Key
1.	$7 - \boxed{2} = 7 + \boxed{-2}$ or $7 - \boxed{-2} = 7 + \boxed{2}$	7.NS.1c-1
2.	17	7.NS.3
3.	A, F	7.RP.2d
4.	B	7.EE.1
5.	4, 7	7.RP.2b
6.	A	7.NS.3
7.		7.NS.1b-1
8.	0.625	7.EE.4a-1
9.	C	7.NS.2b-2
10.		7.EE.4b
11.	B	7.RP.2c
12.	-6.77	7.NS.1d
13.	<p>The median number of bags of potatoes sold at Store S is about <input type="text" value="5 more"/> than the median number of bags of potatoes sold at Store V.</p> <p>This difference between the medians is about <input type="text" value="0.33"/> times the interquartile range of the number of bags sold from either store.</p>	7.SP.3
14.	Circle <input type="text" value="T"/> , Circle <input type="text" value="W"/> , Circle <input type="text" value="S"/>	7.G.4-2

15.		7.SP.8b
16.	<p>Part A:</p> $\boxed{6x} + \boxed{90} = \boxed{108}$ <p>Part B: 3</p>	7.EE.4a-1
17.	See Rubric	7.C.3
18.	<p>Part A: See Rubric</p> <p>Part B: See Rubric</p>	7.C.8
19.	<p>Part A: D</p> <p>Part B: C</p>	7.SP.2
20.	<p>Part A: 96</p> <p>Part B: 152</p>	7.G.6
21.	<p>Part A:</p>  <p>Part B: $y = 60x$</p> <p>Part C: See Rubric</p>	7.D.2
22.	B	7.RP.2a
23.	<p>Part A: B</p> <p>Part B: See Rubric</p> <p>Part C: See Rubric</p>	7.C.7-3

**#17 Rubric
M25731**

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 2 points <ul style="list-style-type: none"> ○ Valid explanation of how the number line can be used to show that the sum of the two points identified is zero ○ Valid explanation of how the number line can be used to determine the sum of the coordinate of point <i>T</i> and $-1\frac{1}{2}$ • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct two plotted points with a sum of zero, points <i>R</i> and <i>S</i> <p>Sample Student Response:</p> <p>Point <i>R</i> is located at $-\frac{1}{4}$ and point <i>S</i> is located at $\frac{1}{4}$. These coordinates have a sum of zero because the points are on opposite sides of zero and are the same distance from zero on the number line.</p> <p>First, I determine the coordinate of point <i>T</i> on the number line. I add $-1\frac{1}{2}$ to the coordinate of <i>T</i> by moving one and one-half units to the left of point <i>T</i> on the number line.</p> <p>Or other valid response.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

**#18 Rubric Part A
VH225469**

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid process for determining the length of each side of the square. <p>Note: The point is earned if a computation error is made as long as the process is correct.</p> • Computation component = 1 point

	<ul style="list-style-type: none"> ○ Correct length of 9 units. <p>Note: The point is earned if no reasoning process is included in the response.</p> <p>Sample Student Response:</p> <p>The coordinates of point Q are $(3.6, 2.1)$ and the coordinates of point R are $(-5.4, 2.1)$. Since the y-coordinates of each point are the same, the length of each side of square $QRST$ is the positive difference between the x-coordinates.</p> <p>This length would be $3.6 - (-5.4) = 3.6 + 5.4 = 9$, so each side is 9 units long.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.
#18 Rubric Part B VH225469	
Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid process for determining at least one correct location for vertex S on the coordinate plane. <p>Note: The point is earned if a computation error is made as long as the process is correct.</p> <p>Note: The point is earned if the process shows how to determine the location (in either direction) of vertex S based on an incorrect answer to Part A.</p> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct locations for vertex S are provided, $(-5.4, 11.1)$ and $(-5.4, -6.9)$ <p>Sample Student Response:</p> <p>The student's claim is incorrect because vertex S can be located directly above or below vertex R. Each side of square $QRST$ is 9 units long. The x-coordinate of vertex S must be -5.4 and the y-coordinate of vertex S can be $2.1 + 9 = 11.1$ or $2.1 - 9 = -6.9$. So, one possible set of coordinates for</p>

	vertex S is $(-5.4, 11.1)$ and the other possible set of coordinates is $(-5.4, -6.9)$.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

**#21 Rubric Part A
1319-M21509**

Score	Description
1	<p>This part of the response is machine scored.</p> <p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Modeling component = 1 point <ul style="list-style-type: none"> ○ Correct plots of $(0,0)$, $(2,120)$, $(3,180)$, $(5,300)$ and $(8, 480)$
0	Student response is incorrect or irrelevant.

**#21 Rubric Part B
1319-M21509**

Score	Description
1	<p>This part of the response is machine scored</p> <p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Modeling component = 1 point <ul style="list-style-type: none"> ○ Correct equation of $y=60x$ or equivalent equation.
0	Student response is incorrect or irrelevant.

**#21 Rubric Part C
1319-M21509**

Score	Description
4	<p>Student response includes the following 4 elements.</p> <ul style="list-style-type: none"> • Modeling components = 2 points <ul style="list-style-type: none"> ○ Correct work or explanation to determine the discounted rental cost. ○ Correct work or explanation of the amount paid by each member. • Computation components = 2 points <ul style="list-style-type: none"> ○ Correct discounted cost of renting a boat, \$690 ○ Correct amount paid by each member, \$29.90 <p>Sample Student Response: Total cost for 12 days rental:</p>

	$y = 60x$ $y = 60(12)$ $y = 720$ There are 3 groups of 4 days in 12 days, so the discount is \$30. The total discounted cost is $720 - 30 = \$690$. The amount the coach pays of the discounted cost is $690 \times 0.35 = \$241.50$. The 15 team members are responsible for $690 - 241.50 = \$448.50$. The members each pay $448.50 \div 15 = \$29.90$. Or other valid response.
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

#23 Rubric Part A VH049376	
Score	Description
1	Student response is machine-scored and includes the following 1 element. <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct selection of response B
0	Student response is incorrect or irrelevant.
#23 Rubric Part B VH049376	
Score	Description
1	Student response includes the following 1 element. <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid description of the error made in finding the value of the expression. Sample Student Response: In Step 3, Jackie multiplied the fractions instead of dividing them. Note:

	<ul style="list-style-type: none"> The response does not need to include the step number of the error to receive credit for this part.
0	Student response is incorrect or irrelevant.
#23 Rubric Part C VH049376	
Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> Reasoning component = 1 point <ul style="list-style-type: none"> Valid work that determines the correct value of the expression. Computation component = 1 point <ul style="list-style-type: none"> Correct value of 19/10 or equivalent. <p>Sample Student Response:</p> $(2/3)(3/5-3/4) + 1/2 \div 1/4 =$ $(2/3)(-3/20) + 1/2 \div 1/4 =$ $(-1/10) + 1/2 \div 1/4 =$ $(-1/10) + 1/2 \times 4 =$ $(-1/10) + 2 =$ $19/10$ <p>Or other valid response.</p> <p>Notes:</p> <ul style="list-style-type: none"> The response may show a different but correct sequence of operations for evaluating the expression (i.e. use the distributive property or divide before multiplying). The response may receive a total of 1 point for Part C if a correct answer is shown but is not accompanied by any, or sufficient, work to evidence a correct reasoning process. The response may receive full credit if work is shown starting at the incorrect step. The response cannot receive more than 1 point for reasoning if the explanations, while sufficient to indicate a correct process, contain nonsense statements.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.