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Frequently Asked Questions

Why administer the Practice Test?

The Practice Test is designed to familiarize students with the testing situation and the format of the Hawai'i State Assessment. The Practice Test is not designed to predict performance on the Hawai'i State Assessment or to provide instructional or diagnostic information for instruction.

When should the Practice Test be administered?

The Practice Test for the Hawai'i State Assessment may be administered any time during the school year. However, the Practice Test is not designed to be administered on the day before the administration of the Hawai'i State Assessment. Teachers may administer the Reading or Mathematics Practice Test sessions as many times as they choose.

Which schools are encouraged to participate?

The Practice Test is optional, but all schools, including the public charter schools, that service students enrolled in grades 3, 4, 5, 6, 7, 8, or 10 are encouraged to administer the Practice Test. Students in these grades will be required to take the Hawai'i State Assessment and may benefit from some experience with the format of the test and the testing situation.

Which grade levels may be tested?

Schools are encouraged to administer the Practice Test to the students currently enrolled in grades 3, 4, 5, 6, 7, 8, or 10 because the reading and mathematics items assess selected Hawai'i Content and Performance Standards (HCPS) III strands, standards, and benchmarks expected of students in each of these grade levels.

What sessions are included in the Practice Test?

The Practice Test includes two sessions:

- Session 1: Reading multiple-choice and constructed-response items
- Session 2: Mathematics multiple-choice and constructed-response items

Note: Grade 3 will have two separate Practice Test booklets; all other grades will use one combined test booklet.

How was the Practice Test developed?

The Practice Test consists of items that were used in past years and are well aligned to HCPS III standards. The tests were not developed to measure performance on all grade-level standards. These items, along with explanations, can be viewed online at www.hsaitems.org.

What are the recommended testing times for each session?

The Practice Test for grades 3, 4, 5, 6, 7, 8, and 10 has two sessions. During the Hawai'i State Assessment, students may request extended time to complete the assessment. When practical, a similar accommodation should be made for students taking the Practice Tests. The recommended testing time for each session is as follows:

- Session 1: Reading multiple-choice and constructed-response items: 40 minutes
- Session 2: Mathematics multiple-choice and constructed-response items: 45 minutes

Who may be given extended time to complete a reading or mathematics session?

Any student may be given extended time to complete one or both of the two Practice Test sessions because they are criterion-referenced and do not have the time limits required for norm-referenced tests (e.g., the abbreviated version of the *Terra Nova, Form C*). The extended testing time for each session is as follows:

- Session 1: Reading multiple-choice and constructed-response items: 40 minutes
- Session 2: Mathematics multiple-choice and constructed-response items: 45 minutes

May students use calculators for the mathematics session?

Yes, all students may use calculators for the multiple-choice and constructed-response items in the mathematics session.

How many items are on the Practice Test?

The chart below shows the number of multiple-choice (MC) and constructed-response (CR) items for each grade.

GRADE	READING MC	READING CR	MATHEMATICS MC	MATHEMATICS CR	TOTAL
3	7	2	4	6	19
4	8	2	3	7	20
5	7	3	5	5	20
6	7	2	3	6	18
7	7	2	2	6	17
8	7	2	5	4	18
10	7	2	5	5	19

Only one version of the Practice Test is provided for each of the seven tested grade levels.

What are the important dates regarding the distribution of the Practice Test materials?

All Practice Test materials can be found on the Hawai'i State Assessment Item Release website (www.hsaitems.org). Each school will be responsible for downloading the Practice Test materials whenever they are used during the school year. School-level personnel will need to photocopy the materials for the Practice Test administration.

What printed materials are needed for the Practice Test?

- Practice Test: Directions for Administration and Scoring Guidelines
- A copy of the Practice Test for each student in grades 3, 4, 5, 6, 7, 8, and 10
- A copy of the Response Booklet for each student in grades 4, 5, 6, 7, 8, and 10. Grade 3 students will record all responses in the Practice Test.

Will reference sheets be provided for the Mathematics Practice Test?

A reference sheet will be provided for grades 4, 5, 6, 7, 8, and 10. There is no reference sheet for grade 3.

Who may administer the Practice Test to the students?

Schools may identify any staff member who provides services for students to administer the Practice Test because it is not a secure test.

Who will score the Practice Test?

Teachers may choose to score the multiple-choice and constructed-response items with their students in the classroom or with colleagues. The Student Assessment Section will provide no scoring services for the Practice Test.

General Directions for Administering the Hawai'i State Assessment Practice Test

PRELIMINARY PLANNING

- Familiarize yourself with the Practice Test materials, and read through these directions carefully.
- Prepare your students for the Practice Test. Students in grade 3 will mark or write their responses after each item in the Practice Test. Students in grades 4, 5, 6, 7, 8, and 10 will mark or write their responses in the separate Response Booklet.

MATERIALS REQUIRED

- A copy of these directions.
- A Practice Test for each grade 3 student, including one for demonstration.
- A Practice Test and a Response Booklet for each grade 4, 5, 6, 7, 8, and 10 student, including ones for demonstration.
- A supply of sharpened No. 2 pencils with erasers (two for each student). Extra pencils should be on hand. You will need to supply these or ask students to bring their own No. 2 pencils.
- One basic, four-function calculator for each student. You will need to supply these or ask students to bring their own calculators.
- Scratch paper for each student for the Mathematics Practice Test.
- A digital clock or a watch or clock with a second hand. You will need to supply this.

PROPOSED ADMINISTRATION SCHEDULE

The Practice Test may be administered any time prior to the Hawai'i State Assessment testing window. However, the Practice Test is not designed to be administered on the day before testing begins.

AFTER TESTING

- Score the students' responses.
- Return the tests to the students for discussion and additional classroom instruction, if necessary.

Specific Directions for Administration

All directions that you are to read to students are indicated by the word **"SAY"** and are in bold type so that they stand out from the regular text. Read them exactly as they are written, using a natural tone and manner.

If you make a mistake in reading a direction, stop and say, "No, that is wrong. Listen again." Then read the direction again.

Try to maintain a normal classroom atmosphere during the Practice Test administration. Encourage students to do their best. Check periodically to make sure that students are marking their answers in the correct space and are following instructions. If students are working in the wrong space in the Practice Test, they must erase and make corrections without assistance. Encourage students to keep working until the end of the recommended testing time for each of the two sessions.

ADMINISTERING SESSION 1: READING

Make sure that all desks are cleared of books and other materials not needed for the test. Also, make sure that you have the students' Practice Tests and Response Booklets. See that each student has two No. 2 pencils with erasers. Students will have approximately 40 minutes to complete this session. When everyone is ready,

SAY I will give you your Practice Test and Response Booklet. Leave them closed on your desk until I tell you what to do.

Distribute the Practice Tests and Response Booklets.

SAY Print your first and last name in the space on the front covers of the Practice Test and Response Booklets. Are there any questions?

Answer all questions. When all students are ready, continue reading the directions.

SAY Open your Practice Test to Session 1 Reading.

Make sure that all students have located the correct page. When everyone is ready,

SAY Look at the directions. Read the directions to yourself as I read them aloud.

Today you will be taking a Practice Test in reading. You will read stories, poems, or other passages, and then you will answer some questions. Read each passage carefully. You may look back at the passage as many times as needed.

SAY All of your answers must be recorded in the Response Booklet.

SAY There will be two types of questions: (1) multiple-choice and (2) constructed-response.

For the multiple-choice questions, you will select the best answer from a group of four choices. There is only one correct answer for each question. For each multiple-choice question, you will fill in the circle for your answer choice in the Response Booklet.

For the constructed-response questions, you will write your answers on the lines in the boxes in the Response Booklet. Be sure to write your answers neatly. Remember to keep your writing inside the boxes. Writing outside the boxes will NOT be scored.

SAY Try to answer every question. There will be no penalty for incorrect answers. If you do not know how to answer a question in this section, you may skip it and return to it later.

When you reach the word STOP, do not turn the page. You may go back and check your work *ON THE READING TEST ONLY*.

SAY Are there any questions?

Answer all questions. When everyone is ready,

SAY You may start working now.

Walk around the room to make sure that all students are following directions. Do not give help on specific test questions.

After 40 minutes (or sooner, if all have finished),

SAY Stop. Put your pencils down. Raise your hand if you need additional time to finish the test.

Allow up to 40 additional minutes for any student who needs more time to complete the reading session of the Practice Test. When all students have finished,

SAY I will collect your Practice Tests and Response Booklets.

Collect all Practice Tests and Response Booklets.

This is the end of the test administration for the Practice Test in reading.

ADMINISTERING SESSION 2: MATHEMATICS

Make sure that all desks are cleared of books and other materials not needed for the test. See that each student has two No. 2 pencils with erasers and a basic, four-function calculator. Make sure that you have an ample supply of scratch paper. Also, make sure that you have a Practice Test and Response Booklet for each student.

SAY I will give you your Practice Test and Response Booklet. Leave them closed on your desk until I tell you what to do.

Distribute the Practice Tests and Response Booklets. Make sure that students receive the same booklets that they used and on which they wrote their names during Session 1.

SAY Are there any questions?

Answer all questions. When all students are ready, continue reading the directions.

SAY I am going to give you some scratch paper.

Give each student several sheets of blank scratch paper. When everyone is ready,

SAY Open your Practice Test to Session 2 Mathematics.

Make sure that all students have located the correct page. When everyone is ready,

SAY Look at the directions. Read the directions to yourself as I read them aloud.

Today you will be taking a Practice Test in mathematics.

You may use a calculator for any question on this test. On the following page you will see a reference sheet with a formula chart and measurement conversions. You may use this reference sheet to work on any question in this section.

SAY All of your answers must be recorded in the Response Booklet.

SAY There will be two types of questions: (1) multiple-choice and (2) constructed-response.

For the multiple-choice questions, you will select the best answer from a group of four choices. There is only one correct answer for each question. For each multiple-choice question, you will fill in the circle for your answer choice in the Response Booklet. You may use your scratch paper for the multiple-choice questions.

For the constructed-response questions, you will draw or write your answers in your Response Booklet. There may be more than one way to solve the problems or answer the questions. Therefore, each question may have more than one correct answer. You will receive credit for correct calculations, writing, or drawing that you put inside the boxes of your Response Booklet. If you use your calculator, you still need to show your calculations inside the boxes of your Response Booklet. You may not use your scratch paper for the constructed-response questions.

If you have difficulty reading a problem or question, raise your hand and I will help you read it.

SAY Try to answer every question. There will be no penalty for incorrect answers. If you do not know how to work through a problem or answer a question in this section, you may skip it and return to it later.

When you reach the word **STOP**, do not turn the page. You may go back and check your work **ON THE MATHEMATICS TEST ONLY**.

SAY Are there any questions?

Answer all questions. When everyone is ready,

SAY You may start working now.

While students are working, walk around the room to make sure that they are following directions. If a student is having difficulty reading a problem or question and raises his or her hand to request assistance, you may help the student read the problem or question, but do not give help on specific test questions.

After 45 minutes (or sooner, if all students have finished),

SAY Stop. Put your pencils down. Raise your hand if you need additional time to finish the test.

Allow up to 45 additional minutes for any student who needs more time to complete the mathematics session of the Practice Test. When all students have finished,

SAY I will collect your Practice Tests and Response Booklets.

Collect all Practice Tests and Response Booklets.

This is the end of the test administration for the Practice Test in mathematics.

Hawai'i State Assessment Practice Test Scoring Guidelines

GENERAL INFORMATION

The Scoring Guide contains the following information needed to score the Hawai'i State Assessment Practice Test:

- general information for scoring the Reading and Mathematics Practice Tests;
- general procedures for scoring the reading and mathematics constructed-response items; and
- reading and mathematics multiple-choice item answer keys and constructed-response item-specific scoring rubrics.

This guide provides the core information about scoring these items. Teachers can go to the Hawai'i State Assessment Item Release website at www.hsaitems.org for even more information. There you will find rationales for the right and wrong answers, as well as scored, annotated examples of real students' work to help you calibrate your scoring. You may print these annotated examples for reference during scoring.

READING

The Reading Practice Test contains multiple-choice, short-response, and extended-response items. Multiple-choice items receive a score of 1 point if correct and a score of 0 points if incorrect. Short-response items are scored from 2 points (full credit) to 0 points (no credit). Extended-response items are scored from 4 points (full credit) to 0 points (no credit). A response can receive points for partial correctness.

MATHEMATICS

The Mathematics Practice Test contains multiple-choice, short-response, and extended-response items. Multiple-choice items receive a score of 1 point if correct and a score of 0 points if incorrect. Short-response items are scored from 2 points (full credit) to 0 points (no credit). Extended-response items are scored from 4 points (full credit) to 0 points (no credit). A response can receive points for partial correctness.

General Procedures for Scoring

MULTIPLE-CHOICE ITEMS

The process of scoring the Hawai'i State Assessment Practice Test multiple-choice items involves matching the answer of the student's response with the answer in this scoring guide for that particular content area and question number.

CONSTRUCTED-RESPONSE ITEMS

The process of scoring the Hawai'i State Assessment Practice Test constructed-response items involves reading each student's response to each question and evaluating it with respect to the item-specific scoring rubric, which describes the guidelines for each score point. A sample annotated student response for each score point is provided on the Item Release website (www.hsaitems.org). Two scoring methodologies can be used. The first is to score each student's Practice Test from start to finish, following one student at a time through the scoring of all items. The second method is to score one item at a time across the full set of student Practice Tests you are evaluating. In this way, you may get a broader understanding of the full range of responses for a given question and feel better equipped to discriminate between score points for that item.

Each scoring method is valid and has its own benefits. Whichever method you choose, it is important to use that method throughout the scoring process. To ensure reliability, it is important to read responses in a uniform manner. Before you begin scoring, please review the procedures below, which will help you score all students' responses consistently.

- Carefully review the Practice Test items so that you have a good understanding of what students are responding to when you read their written responses.
- Review the item-specific scoring rubrics and procedures in this guide. Then read through the sample scored student responses for each item and the accompanying annotations on the Item Release website (www.hsaitems.org). You may print the scored student responses for reference during scoring. These responses will help you see examples of responses that earn each score point for the items that you will be evaluating and will serve as reference points for your scoring. Keep in mind that these scored sample student responses represent only a few of the many possible responses for each score point. In many cases, it is not possible to show all the responses that are eligible for a score point. Studying the student responses and annotations on the Item Release website (www.hsaitems.org) will help you understand the essence of what is expected at each score point for a particular item.
- Once you are familiar with the Practice Test items, item-specific scoring guidelines, and annotated student responses, you are ready to score your students' responses. After you have assigned your scores, compare them with the annotated scores.

General Pointers

- Do not judge one student's response by another's response, even though it is important to get a feel for the range of responses within a group of students. For example, scores for responses that are quite acceptable should not be lowered because the previous student's performance was so good that any attempts that follow it seem only partially correct. Again,

stay centered on the item-specific scoring rubric, not on individual student responses.

- Do not be misled into thinking that length is synonymous with quality. A long response may be redundant, wordy, vague, or completely off topic.
- Think of the response as “draft” quality. Do not allow the issue of handwriting to affect your judgment about an answer. Clear penmanship and neatness are skills that should be encouraged in students. However, responses in which the writing is unusually neat may still be full of content-related comprehension and reasoning mistakes, while those that are messy and hard to read may be virtually flawless.
- Do try to read through misspellings. In a test in which the emphasis is on content and thinking processes, spelling errors should enter into the score only if meaning is impaired.
- For mathematics, showing adequate work is a sufficient response to directions that ask students to give an explanation. Explanations do not have to be in words.
- Do not let yourself be swayed by a “catchy” or “gimmicky” response in which the student uses humor or high-sounding language or technical terms. Especially after reading a number of responses that sound alike, you may be tempted to “reward” a student for originality. Clearly, if the thinking is original and accurate, the student should receive a high score. If, however, the response involves only a clever use of language that is conceptually or factually insubstantial, you should not give it a higher score than it deserves. Remember that being objective means being on guard against the tendency to score either too low or too high.

Steps in the Scoring Process

Before you actually begin to score your students' responses, it is important to read all the information in this manual. You may also want to scan your own students' responses to get a sense of the range of responses you will encounter. When you are ready to begin scoring, follow these steps.

1. Become thoroughly familiar with the item-specific scoring rubrics.
2. Carefully read the reading passage or mathematics problem. Because all student responses require some sort of connection to this passage or problem, it is important for you to be familiar with this text.
3. On the Item Release website (www.hsaitems.org), read the first item and the annotated student responses that accompany it. Make sure that you understand what is being asked. You may print the annotated student responses for reference during scoring.
4. Select a student's Practice Test and read his or her response for the first item. Evaluate the response on the basis of the appropriate item-specific scoring rubric and related HCPS III content standard measured by the item.
5. Write the appropriate score for the response next to the item in the right-hand margin of the Response Booklet page.
6. Repeat steps 3–5 for the remaining reading or mathematics items.

Practice Test Answer Key

READING

Passage:

The Graffiti Mystery

1. D
2. J
3. C
4. G
5. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Points	Student Response
2	<p>The response addresses the task in a satisfactory manner. It is complete and accurate, containing enough information (general or specific) to answer the question thoroughly.</p> <p>For this question, the response includes one of the following opinions and one detail supporting that opinion:</p> <p>Opinion 1: I did not like Nick or think he was a good person at first, but then I was proud of Nick/liked Nick better.</p> <p>Details:</p> <ul style="list-style-type: none"> • He painted graffiti on the warehouse wall. • His graffiti said mean things about people in the neighborhood. • He admits that painting the graffiti on the wall was “stupid” and he says that he “wishes he had never done it.” • He sketches an idea for a mural on the warehouse wall and paints it on there with help from everyone at school. • He was upset because he missed his home, which is why he painted all the graffiti. • Nick was able to contribute to his new neighborhood by painting the mural. <p>Opinion 2: I did not like Nick or think he was a good person at first, but then I felt sorry for Nick.</p> <p>Details:</p> <ul style="list-style-type: none"> • He painted graffiti on the warehouse wall. • His graffiti said mean things about people in the neighborhood. • When Margaret asks Nick how he could paint mean things about people on the wall, he “sank to the curb” and started muttering. • He admits that painting the graffiti on the wall was “stupid” and he says that he “wishes he had never done it.” • Nick explains that the reason he painted graffiti on the wall was because he was homesick and missed his old friends. <p>Opinion 3: My opinion of Nick didn’t change. I do not think he is a good person even though he admitted he wrote the graffiti.</p> <p>Details:</p> <ul style="list-style-type: none"> • He painted graffiti on the warehouse wall. • His graffiti said mean things about people in the neighborhood. <p>Note: No point will be awarded for a supporting detail if the opinion on which it is based is missing.</p>

Points	Student Response
1	<p>The response addresses the task in a somewhat satisfactory manner. It is partially complete or somewhat inaccurate, containing information (general or specific) related to the question.</p> <p>For this question, the response includes one of the correct opinions listed above with an incorrect or missing detail.</p>
0	<p>The response addresses the task in an unsatisfactory manner. It is nonexistent or inaccurate, containing little to no information related to the question.</p> <p>For this question, the response includes none of the correct opinions listed above. It is inappropriate, irrelevant, or blank.</p>

Passage:

Ellison S. Onizuka
Astronaut, Aerospace Engineer
1946–1986

6. D
7. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Points	Student Response
2	<p>The response addresses the task in a satisfactory manner. It is complete and accurate, containing enough information (general or specific) to answer the question thoroughly.</p> <p>For this question, the response includes an example of information that the author should have included and one explanation of how that information would have helped the reader.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The author should have included more background information on Ellison Onizuka’s childhood/adult family life. • The author should have included more information about why Ellison Onizuka chose the career path that he did. <p>Explanations:</p> <ul style="list-style-type: none"> • If the author had provided more background information on Ellison Onizuka’s childhood, the reader would understand why he chose to become a pilot (maybe he loved planes as a small boy). • If the author had provided more information about why Ellison Onizuka chose the career path he did, the reader would understand what steps to take to get on the same career path. <p>Note: Credit will be awarded for any plausible example of information missing from the story that is supported by an explanation.</p> <p>Note: A response that uses as the explanation “it would have made the article more interesting” or a rephrasing of the prompt will not be awarded credit for that part of the response.</p>
1	<p>The response addresses the task in a somewhat satisfactory manner. It is partially complete or somewhat inaccurate, containing information (general or specific) related to the question.</p> <p>For this question, the response includes one example with an incorrect or missing explanation.</p>
0	<p>The response addresses the task in an unsatisfactory manner. It is nonexistent or inaccurate, containing little to no information related to the question.</p> <p>For this question, the response includes no examples. It is inappropriate, irrelevant, or blank.</p>

8. G
9. D
10. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Points	Student Response
4	<p>The response addresses the question in a satisfactory manner. It is complete and accurate, containing enough information (general or specific) to answer the question thoroughly.</p> <p>For this question, the response includes the name of the person and identifies that person's accomplishment. Also, the response includes an explanation about one similarity and one difference between Onizuka and the person being compared.</p> <p>Examples of correct responses:</p> <ul style="list-style-type: none"> • Person being compared: My grandmother Accomplishment: Being the first person in our family to graduate from college. Similarity to Onizuka: They both worked hard in school to better themselves. Difference from Onizuka: My grandmother studied English, but Onizuka studied the sciences. • Person being compared: My math teacher Accomplishment: She's a wonderful teacher who is able to explain math in an easy-to-understand way. Similarity to Onizuka: They both love astronomy. Difference from Onizuka: My math teacher prefers teaching and Onizuka preferred applying math and science in the real world. • Person being compared: Benjamin Franklin Accomplishment: He was one of America's greatest inventors. Similarity to Onizuka: They both added a lot to the world of science and to America's quest for knowledge. Difference from Onizuka: Franklin's cultural and historical background was probably different from Onizuka, who was of Japanese descent and raised in Hawai'i. <p>Note: No point will be awarded for a correct accomplishment, similarity, or difference if the person being compared is missing.</p> <p>Note: No point will be awarded for similarities and differences that relate to age, gender, or qualities of a person that are not an accomplishment.</p> <ul style="list-style-type: none"> • "They are both tall." • "My brother is younger and Mr. Onizuka is older." <p>Note: Students' responses to the first two parts of the prompt will vary widely depending on whom they choose to compare and what</p>

Points	Student Response
	accomplishment of that person they choose to describe.
3	<p>The response addresses the question in a nearly satisfactory manner. It is mostly complete and largely accurate, containing enough information (general or specific) to answer the question adequately.</p> <p>For this question, the response includes the name of the person and identifies that person's accomplishment, then provides an explanation about one correct similarity or difference between Onizuka and the person being compared.</p>
2	<p>The response addresses the question in a somewhat satisfactory manner. It is partially complete or somewhat inaccurate, containing information (general or specific) related to the question.</p> <p>For this question, the response includes the name of the person and identifies that person's accomplishment; or, the response includes an identification of the person being compared with Onizuka and one correct similarity or difference between Onizuka and the person being compared.</p>
1	<p>The response addresses the question in a slightly satisfactory manner. It is largely incomplete or mostly inaccurate, containing some information (general or specific) related to the question.</p> <p>For this question, the response includes an identification of the person being compared with Onizuka, with a missing accomplishment, similarity, and difference.</p>
0	<p>The response addresses the question in an unsatisfactory manner. It is nonexistent or inaccurate, containing little to no information related to the question.</p> <p>For this question, the response does not include any information about a person who is compared with Onizuka or any information relevant to a similarity or difference about that person and Onizuka. It is inappropriate, irrelevant, or blank.</p>

Practice Test Answer Key

MATHEMATICS

1. C
2. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Sample Correct Response(s):

$3\frac{1}{2} \div \frac{1}{4}$ is the same as $\frac{7}{2} \times \frac{4}{1}$, which equals $\frac{28}{2}$, or 14. Mark can make 14 bags for gifts.

Other Responses:

- Three pounds have 12 quarter pounds, and $\frac{1}{2}$ pound has 2 quarter pounds.
 $12 + 2 = 14$ quarter pounds in all.

- + + + = 14 gifts

Points	Student Response
2	<p>The response shows a complete understanding of using a variety of strategies to multiply and divide fractions. Reasoning is logical, and conclusions are clearly communicated and justified. Computations and other procedures are complete and accurate.</p> <p>For this question, the response includes words, numbers, or drawings showing $3\frac{1}{2}$ divided accurately into quarters, with 14 as the solution.</p>
1	<p>The response shows a partial understanding of using a variety of strategies to multiply and divide fractions. Reasoning contains some flaws, and there are some significant errors in the way conclusions are communicated and justified. Computations and other procedures are partially complete and somewhat accurate.</p> <p>For this question, the response may include a correct equation without a correct solution, or it may include a diagram with a minor error.</p>
0	<p>The response shows no understanding of using a variety of strategies to multiply and divide fractions. Reasoning is irrelevant, conclusions are incorrect or missing, and computations and other procedures are incomplete, missing, or inaccurate.</p> <p>For this question, the response may include an incorrect equation and an incorrect solution.</p>

- The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Sample Correct Response(s):

A.

Group	Number of Beans
Group 1	1
Group 2	4
Group 3	9
Group 4	16

Rule: Number of beans in a group equals the group number times itself.

B. Group 5 will have 25 beans, because $5 \times 5 = 25$.

C. Terry cannot get a group of 60 beans, because $7 \times 7 = 49$ and $8 \times 8 = 64$.

Points	Student Response
4	<p>The response shows a complete understanding of analyzing patterns and functions and using generalizations to make reasonable predictions. Reasoning is logical, and conclusions are clearly communicated and justified. Computations and other procedures are complete and accurate.</p> <p>For this question, the response includes the correct number of beans in groups 1 to 4, an accurate rule, the correct number of beans in group 5, and a correct explanation for why no group will have 60 beans.</p> <p>Note: It is possible for a response that claims “60 beans would be between groups 7 and 8” to be awarded 4 points.</p>
3	<p>The response shows a mostly complete understanding of analyzing patterns and functions and using generalizations to make reasonable predictions. Reasoning is mostly logical, and conclusions are adequately communicated and justified. Computations and other procedures are mostly complete and largely accurate.</p> <p>For this question, the response may include the correct number of beans in groups 1 to 4, an accurate rule, the correct number of beans in group 5, and an inadequate explanation for why no group will have 60 beans.</p>

2	<p>The response shows a partial understanding of analyzing patterns and functions and using generalizations to make reasonable predictions. Reasoning contains some flaws, and there are some significant errors in the way conclusions are communicated and justified. Computations and other procedures are partially complete and somewhat accurate.</p> <p>For this question, the response may include only the correct numbers of beans in groups 1 to 4 and an accurate rule.</p>
1	<p>The response shows a minimal understanding of analyzing patterns and functions and using generalizations to make reasonable predictions. Reasoning is relevant to the item but contains numerous flaws, and there are many significant errors in the way conclusions are communicated and justified. Computations and other procedures are largely incomplete and mostly inaccurate.</p> <p>For this question, the response may include only the correct number of beans in group 5.</p>
0	<p>The response shows no understanding of analyzing patterns and functions and using generalizations to make reasonable predictions. Reasoning is irrelevant, conclusions are incorrect or missing, and computations and other procedures are incomplete, missing, or inaccurate.</p> <p>For this question, the response may include no correct answers for part A, B, or C.</p>

4. J

5. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Sample Correct Response(s):

A. 210,000 square yards

Area of rectangle = $600 \times 300 = 180,000$ square yards

Area of two triangles = $2 \times \left(\frac{1}{2} \times 100 \times 300\right) = 30,000$ square yards

So, the total area = $180,000 + 30,000 = 210,000$ square yards.

B. 84 bags

Each bag covers 2,500 square feet, so $210,000 \div 2,500 = 84$ bags.

Points	Student Response
4	<p>The response shows a complete understanding of using known measurements to calculate desired measurements of triangles, parallelograms, and trapezoids. Reasoning is logical, and conclusions are clearly communicated and justified. Computations and other procedures are complete and accurate.</p> <p>For this question, the response includes the total area of the driving range, with work shown or explanation provided, and the number of bags of grass seed needed, with work shown or explanation provided.</p> <p>Note: It is possible for a paper with a minor procedural or computational error to be awarded 4 points.</p>
3	<p>The response shows a mostly complete understanding of using known measurements to calculate desired measurements of triangles, parallelograms, and trapezoids. Reasoning is mostly logical, and conclusions are adequately communicated and justified. Computations and other procedures are mostly complete and largely accurate.</p> <p>For this question, the response may include the total area of the driving range, with work shown or explanation provided, and the number of bags of grass seed needed, with no work shown or explanation provided.</p>

2	<p>The response shows a partial understanding of using known measurements to calculate desired measurements of triangles, parallelograms, and trapezoids. Reasoning contains some flaws, and there are some significant errors in the way conclusions are communicated and justified. Computations and other procedures are partially complete and somewhat accurate.</p> <p>For this question, the response may include the total area of the driving range and the number of bags of grass seed needed, with no work shown and no explanations provided.</p>
1	<p>The response shows a minimal understanding of using known measurements to calculate desired measurements of triangles, parallelograms, and trapezoids. Reasoning is relevant to the item but contains numerous flaws, and there are many significant errors in the way conclusions are communicated and justified. Computations and other procedures are largely incomplete and mostly inaccurate.</p> <p>For this question, the response may include only the total area of the driving range.</p>
0	<p>The response shows no understanding of using known measurements to calculate desired measurements of triangles, parallelograms, and trapezoids. Reasoning is irrelevant, conclusions are incorrect or missing, and computations and other procedures are incomplete, missing, or inaccurate.</p> <p>For this question, the response may include only an incorrect total area of the driving range.</p>

6. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Sample Correct Response(s): Figure A should be slid over 10 spaces and up 3 spaces.	
Points	Student Response
2	<p>The response shows a complete understanding of predicting and confirming the results of combinations of flips, turns, and slides. Reasoning is logical, and conclusions are clearly communicated and justified. Computations and other procedures are complete and accurate.</p> <p>For this question, the response includes two correct transformations.</p> <p>Note: An accurate combination of flips and turns (with reference points or an accurate sketch) is acceptable.</p>
1	<p>The response shows a partial understanding of predicting and confirming the results of combinations of flips, turns, and slides. Reasoning contains some flaws, and there are some significant errors in the way conclusions are communicated and justified. Computations and other procedures are partially complete and somewhat accurate.</p> <p>For this question, the response may include only one correct transformation (e.g., Figure A should be slid up 3 spaces and over 4 spaces).</p>
0	<p>The response shows no understanding of predicting and confirming the results of combinations of flips, turns, and slides. Reasoning is irrelevant, conclusions are incorrect or missing, and computations and other procedures are incomplete, missing, or inaccurate.</p> <p>For this question, the response may include only incorrect transformation.</p>

7. C

8. The item-specific rubric is provided below. Sample scored student responses are available on the Item Release website (www.hsaitems.org).

Scoring Guidelines

Sample Correct Response(s):	
<ul style="list-style-type: none"> $\frac{1}{6}$ There are 6 sections, and only one of them is marked green. 	
Points	Student Response
2	<p>The response shows a complete understanding of using fractions, decimals, and percents to indicate the probability of events. Reasoning is logical, and conclusions are clearly communicated and justified. Computations and other procedures are complete and accurate.</p> <p>For this question, the response includes the correct probability and a complete explanation for how the probability was found.</p>
1	<p>The response shows a partial understanding of using fractions, decimals, and percents to indicate the probability of events. Reasoning contains some flaws, and there are some significant errors in the way conclusions are communicated and justified. Computations and other procedures are partially complete and somewhat accurate.</p> <p>For this question, the response may include only the correct probability, without an accurate explanation.</p>
0	<p>The response shows no understanding of using fractions, decimals, and percents to indicate the probability of events. Reasoning is irrelevant, conclusions are incorrect or missing, and computations and other procedures are incomplete, missing, or inaccurate.</p> <p>For this question, the response may include only an incorrect probability.</p>

9. H

10. C