Released Items Repository Scoring Guide

Grade 7

English/Language Arts
Summarize the author's message about the Celtic people's legacy. Use evidence from the text to support your answer.
The author wants to convey that even though they did not document their ways, we are all still influenced by the Celtic people. Many European languages, such as Gaelic and Welsh, are Celtic. J. R. R. Tolkien couldn’t have written The Hobbit or Lord of the Rings without the existence of Celtic folklore. Tales such as King Arthur would never have come to pass if not for the Celts. So many pieces of people’s lives all around the world would be totally changed if the Celtic culture had never came to be.

The author thought that the Celtic legacy was preserved, even though the Celts themselves are long gone. This is shown when the author states: “Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today.”

In the section Who Were The Celts? it defines many artifacts of the Celtic period. The discoveries of them were the huts were round from the top. There was only one body found and it was nearby Sydney.
What does the phrase "overbearing insolence" **most likely** mean?

- arrogant disrespect
- corrupt behavior
- frightening appearance
- severe anger
**Part A**

Click on the statement that **best** provides a conclusion that can be drawn about the evidence presented in the text.

A. The author used details to show the popularity of Celtic culture.

B. The author used details to show the importance of oral tradition.

C. The author used details to show just how influential Celtic culture is today.

D. The author used details to show that well-known stories originated from Celtic lore.
The Celts may not have kept written records of themselves, but thankfully, they were great storytellers. Much of their oral tradition has been passed down from one generation to the next. Today we have the Celts to thank for many famous legends of the British Isles. Tales of King Arthur and the Mabinogion stem from Wales. Stories of the Irish High King Brian Boru and Scotland's William Wallace, known as Braveheart, are also Celtic lore. Though the ancient Celts are long gone, Celtic stories are very much alive and inspiring artists today. “Celtic of any sort,” observed the English writer J. R. R. Tolkien, is “a magic bag, into which anything may be put, and out of which almost anything may come.” Without Celtic folklore, Tolkien could never have written *The Hobbit* and *The Lord of the Rings*. 
How does the section “Three Periods of the Ancient Celts” add to the central idea of the text?

(A) It describes the belief system of the Celts, giving the reader clues as to why the culture still exists today.

(B) It establishes a timeline of events, illustrating the historical importance of discovering valuable artifacts from the Celts.

(C) It chronicles the lives of the Celts throughout history, providing details that enable the reader to visualize the unique culture.

(D) It highlights advancements made by the Celts, developing a foundation upon which comparisons to modern Celts can be made.
Click on the sentence that does not belong in the paper because it does not support the paper's topic.

President Wilson originally proclaimed November 11, 1919 as “Armistice Day” in recognition of the day that the Allied nations and Germany ceased fighting at the end of World War I. At this time, America honored its soldiers with parades and public meetings. Today, the largest parades in America include Macy's Christmas Parade in New York City, the Rose Parade in Pasadena, and the Saint Patrick's Day Parade in New York City. In 1938, November 11 became a legal holiday dedicated to the cause of world peace. It was still called “Armistice Day.” In 1954, however, the 83rd Congress and President Eisenhower replaced the word “Armistice” with “Veterans” to honor those who fought in World War II. Veterans Day continues to be observed every November 11 to recognize the sacrifices veterans make for their country.
Revise the student's draft about the need for punctuality. Choose the sentence that gives the best evidence to improve support of the student's claim.

(A) Tardiness is defined as not being in the appropriate classroom seat when the school bell rings.

(B) There are many schools in the area that have a tardy rule, including East Warren and Smithfield Middle Schools.

(C) According to the US Department of Education, students who are in class on time have a better chance of earning good grades than students who are tardy.

(D) There is really no need for rewarding punctuality among the masses because students already know that they must arrive to their classes promptly as a school requirement.
A student is writing an article about baboon troops for a student science magazine. Read the paragraphs from the draft of the article and complete the task that follows.

Baboons are a large type of monkey. They stay/reside in groups called "troops" which are composed of dozens of baboons. Troops usually sleep, travel, feed, and socialize together.

Baboons spend their days cleaning one another and hunting for food. In the morning, adult baboons sit in small groups picking and eating/nibbling bits of dirt, leaves, dry skin, and salt off one another's hair and skin while the young baboons play. Then, the troop moves together catching lizards, butterflies and grasshoppers to eat. In the hottest part of the day, the baboons choose a cool place to linger and rest before continuing their search for food. The baboons groom/fix one another again before retiring in the evening.

For each underlined pair of words, click on the word that is the most precise.
Which detail from the presentation explains why preordering lunches helps students make healthy choices?

A. “They're more likely to choose a healthy main dish if they order their lunches in the morning.”

B. “For four weeks, the students preordered their lunches in the morning on electronic menus.”

C. “The professors discovered that 29 percent of the students chose healthier main dishes when they preordered.”

D. “They're away from the delicious smells of food and are not as hungry as when they're in the lunch line.”
Which statements best express what causes students to choose certain lunches? Select three options.

- Students select lunch options based on how hungry they feel.
- Students select what to order for lunch because of how it smells.
- Students select what to order for lunch based on the time of day they order it.
- Students select different lunch options depending on when they eat.

- Students select different lunch options because of the types of menus they use.
What is the most likely purpose of the presentation?

- **A** to persuade students to pre-order their lunches
- **B** to provide information about a food choice study
- **C** to convince students to make healthy food choices
- **D** to explain why students make poor choices when hungry
Explain how the table in Source #1 supports information provided in the two other sources. Cite evidence and identify the source of each piece of information by title or number.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
<td>7.W.5</td>
<td>See Rubric</td>
</tr>
</tbody>
</table>
**Rubric:**

- **(2 points)** Response is an evidence-based explanation of how the table supports two other sources with two pieces of evidence from different sources and that explains how each example supports the idea. Student cites the source for each example.

- **(1 point)** Response is an evidence-based explanation of how the table supports two other sources with two pieces of evidence from different sources but doesn't explain how each example supports the idea. Student cites the sources.

  OR

- Response is an evidence-based explanation of how the table supports only one of the sources with two pieces of evidence from a single source and that explains how that example supports the idea. Student cites the source.

  OR

- Response is an evidence-based explanation of how the table supports only one of the sources with only one piece of evidence from a single source and that explains how that example supports the idea. Student cites the source.

  OR

- Response is an evidence-based explanation of how the table supports two other sources with two pieces of evidence from different sources and that explains how each example supports the idea. Student does not cite sources.

- **(0 points)** Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

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<td>Rubric for Item 1</td>
<td>4</td>
<td>7.W.5</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**ILEARN English/Language Arts Performance Task**

**Released Items Repository Item Key**

Updated 10/29/2018
Exemplar:
(2 point) The table in Source #1 shows the amount of sleep that people of different age groups need every day to function well. This supports the claim in Source #2 that says everyone has an internal clock that follows day and night patterns. If your internal clock gets out of sync because of your habits, your sleep patterns will get messed up and you don't get the good night's sleep your body needs. In Source #3 a 12-year-old middle school student says she gets 8 hours of sleep a night and feels tired after school. Long naps just make her groggy. She writes to a doctor for advice about how to get more energy. The doctor tells her that a short nap might help, but she really needs to get more sleep at night. The table in Source #1 supports the doctor's advice. According to the table, a school-aged person should get 9-10 hours of sleep each night.

(1 point) The table in Source #1 shows how much sleep people of different ages need every day. In Source #3, a 12-year-old girl writes that she only gets 8 hours of sleep a day and is tired. She wants to know what to do to get more energy. The doctor replies that she should get more sleep at night. The table in Source #1 supports the doctor's advice because, according to the table, a school age person should have 9-10 hours of sleep each night.

(0 points) The table in Source #1 shows that people need to sleep, or they will get tired.
People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. Provide two pieces of evidence from different sources that support this claim and explain how each example supports the claim. Cite evidence for each piece of information and identify the source by title or number.
Rubric:
(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explains how each example supports the claim. Student cites the source for each example.
(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim but doesn't explain how each example supports the claim. Student cites the sources.
OR
Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.
OR
Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this claim and that explains how that example supports the claim. Student cites the source.
OR
Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explains how each example supports the claim. Student does not cite sources.
(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
Exemplar:

(2 point) People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. According to Source #1, everyone needs a certain amount of sleep and that you need to sleep when your body is ready to sleep. If you don't get your required amount of sleep each night, you will experience "sleep debt" which can't be made up. Source #2 describes problems people might have when they don't get regular amounts of sleep. They discovered that astronauts in space who lost sleep got more grumpy and concentrated less. Doctors in training and people who work in emergency rooms often don't get regular sleep. They found that when they took naps to help catch up on sleep, they made fewer mistakes. So, it is important to get regular sleep, but if your sleep is interrupted, you might need to take a nap to help your body catch up.

(1 point) People whose sleep is interrupted on a regular basis might become more grumpy, be unable to concentrate, and make more mistakes because they are tired. A nap might help.

(0 points) Everyone needs to sleep on a regular basis.
<table>
<thead>
<tr>
<th>Source #1: How Much Sleep Is Enough?</th>
<th>Source #2: The Secret Truth about Napping</th>
<th>Source #3: Ask the Sleep Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you take too long of a nap, you might feel sleepy.</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>If your sleep patterns interrupt your body's internal clock, you might have trouble getting enough sleep.</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>A deep sleep helps the brain to operate at a higher level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Part 2, you are being asked to write a multi-paragraph explanatory article, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your explanatory article.
## 4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</td>
<td>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</td>
<td>• Insufficient (includes copied text)</td>
</tr>
<tr>
<td></td>
<td>• thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</td>
<td>• thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</td>
<td>• thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</td>
<td>• thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</td>
<td>• In a language other than English</td>
</tr>
<tr>
<td></td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td>• Off-topic</td>
</tr>
<tr>
<td></td>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td>• Off-purpose</td>
</tr>
<tr>
<td></td>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
</tr>
</tbody>
</table>
4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Evidence/Elaboration** | The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:  
  - comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific  
  - clear citations or attribution to source material  
  - effective use of a variety of elaborative techniques*  
  - vocabulary is clearly appropriate for the audience and purpose  
  - effective, appropriate style enhances content | The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:  
  - adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general  
  - adequate use of citations or attribution to source material  
  - adequate use of some elaborative techniques*  
  - vocabulary is generally appropriate for the audience and purpose  
  - generally appropriate style is evident | The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:  
  - some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied  
  - weak use of citations or attribution to source material  
  - weak or uneven use of elaborative techniques*; development may consist primarily of source summary  
  - vocabulary use is uneven or somewhat ineffective for the audience and purpose  
  - inconsistent or weak attempt to create appropriate style | The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:  
  - evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied  
  - insufficient use of citations or attribution to source material  
  - minimal, if any, use of elaborative techniques*  
  - vocabulary is limited or ineffective for the audience and purpose  
  - little or no evidence of appropriate style | Insufficient (includes copied text)  
In a language other than English  
Off-topic  
Off-purpose |

*Elaborative techniques include but are not limited to:  
- synthesis/juxtaposition of ideas  
- analysis/evaluation of ideas  
- synthesis/juxtaposition of ideas with evidence  
- synthesis/juxtaposition of ideas with evidence and examples  
- synthesis/juxtaposition of ideas with evidence, examples, and analysis/evaluation  
- synthesis/juxtaposition of ideas, evidence, examples, and analysis/evaluation  
- synthesis/juxtaposition of ideas, evidence, examples, and analysis/evaluation in a logical, organized, and coherent manner.
2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)

<table>
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<tr>
<th>Score</th>
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<th>0</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• Insufficient (includes copied text)</td>
</tr>
</tbody>
</table>

Holistic Scoring:
- **Variety**: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity**: Basic errors are more heavily weighted than higher-level errors.
- **Density**: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

The points for Organization/Purpose and Evidence/Elaboration rubrics are averaged together for one 4-point score. This is combined with the Conventions score for a 6-point total score.
Select which sample of students the principal should choose.

- Students randomly selected from a list of all students at the school.
- Students sitting at randomly selected tables in the library.
- Students she selects from the hallway between classes.
- Students selected by the teachers.

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</tbody>
</table>

ILEARN Mathematics

Updated 10/29/2018
Select all expressions that are equivalent to 
\(-3.75 + 2(-4x + 6.1) - 3.25x\).

- \(\boxed{7x - 2x + 8.1}\)
- \(\boxed{8.45 - 8x - 3.25x}\)
- \(\boxed{8.45 - 8x - 3.25x}\)
- \(\boxed{-1.75 - 7.25x + 6.1}\)
- \(\boxed{-11.25x + 12.2 - 3.75}\)
Enter the value of \( c \) when the expression \( 21.2x + c \) is equivalent to \( 5.3(4x - 2.6) \).

\[-13.78\]
It is impossible that a green marble will be selected. ☑ ☐
It is unlikely that a yellow marble will be selected. ☐ ☑
It is certain that a blue marble will be selected. ☐ ☑
It is unlikely that a red marble will be selected. ☑ ☐
The scale that maps Figure A onto Figure B is $1:7\frac{1}{4}$.
Enter the value of $x$.

21.75
The factory uses 4 gallons of water when it is in operation for 4000 hours.

Point W represents the number of gallons of water used when the factory is in operation for 7 hours.

The factory uses 9000 gallons of water when it is in operation for 9 hours.

<table>
<thead>
<tr>
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<tbody>
<tr>
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**ILEARN Mathematics**

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<tr>
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<td>MA.7.AF.3 Calculator</td>
<td>See Below</td>
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![Graphical representation](image_url)
## Released Items Repository Item Key

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<td>Part A: 100</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Part B: 96</td>
</tr>
</tbody>
</table>

### Part A: 100

### Part B: 96

```
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4 5 6
7 8 9
0 . -
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<th>= 0</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>$a + b$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$b - c$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$c - a$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$a + c$</td>
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Grade 7, Item 9
DOK 2
Standard(s): MA.7.C.1 and MA.7.C.2
Non-calculator
See Below
If Emily's school starts at 8:50 a.m., can Emily make it to school on time without increasing her rate of speed? Show and/or explain the work necessary to support your answer.

### Released Items Repository Item Key

**ILEARN Mathematics**

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<td>10</td>
<td>2</td>
<td>MA.7.C.5 Calculator</td>
<td>See Rubric</td>
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# Words 0/4000, # Chars 0/20000
Sample Exemplar Responses: (3 points)

Exemplar 1: Emily can travel 3/4 mile in under 5 minutes, so she can travel 3 miles (4x as far) in under 20 minutes (4x as long.) This means that Emily will have traveled 3 miles before 8:45 (20 minutes after she left). Then there is only .42 miles left to go, and since .42 miles is less than 3/4 mile, we know she can cover that distance in less than 5 minutes. That means she will get to school before 8:50, so she will be on time.

Exemplar 2: Emily travels 3/4 mile in 4.5 minutes, so to find her rate of travel we would divide time by distance and get (4.5) / (.75) = 6 minutes per mile. Multiply 6 minutes per mile times the distance she has to travel (3.42 miles) to find the time it would take for her to get to school (20.52). Since 20.52 is less than 21 minutes, we know it will take her less than 21 minutes to get to school. 8:25 + 21 minutes is 8:46, which is before 8:50, so she will make it to school on time.

Rubric: (3 points) The student determines that Emily can make it to school on time at her current rate of speed and includes a valid explanation containing a full chain of reasoning that supports this conclusion. The student may make minor computation errors that do not affect the reasonableness of the explanation.

(2 points) The student determines that Emily can make it to school on time at her current rate of speed and includes a valid explanation containing an incomplete chain of reasoning that supports this conclusion. (An incomplete chain of reasoning can be defined by missing process steps or unsupported calculations in an otherwise complete chain of reasoning.)

OR

The student determines that Emily can make it to school on time at her current rate of speed and includes a valid explanation containing a full chain of reasoning that supports this conclusion, but makes computation errors that affect the reasonableness of the explanation.

(1 point) The student completes the task and reaches a conclusion. The student's explanation attempts to relate distance to time, but contains errors in fundamental mathematical procedures.

(0 points) The student demonstrates a lack of comprehension in regard to the mathematical content and practices essential to the task.
How tall, in cm, is 1 cup? Explain how you determined the height of 1 cup.

1 cup is 14 cm tall with explanation
Rubric:
2 points: Student correctly calculates the height of one cup and provides a mathematically logical explanation as to how he/she calculated the height.

1 point: Student correctly calculates the height of one cup and provides an explanation that is not mathematically logical OR the student only calculates the height of a single cup.

0 points: All other responses
1 cup is 14 cm because if two cups is 16 and 4 cups is 20 then as cups stack 2 cm is added from each cup. To get to 20 from 16 its 4 cm. If only 2 cups are stacked, 16-2 is 14.

**SCORE POINT** 2

The student states the correct height for one cup and explains his/her method for determining the height.

14 cm. It looks like the top ridge is 2cm. So I subtracted 2 cm from 16cm and 14cm

**SCORE POINT** 1

The student states the correct height for the cup but does not provide a mathematically logical solution, and instead states, “It looks like the top ridge is 2cm.”

8 cm. If two are 16, divide by two to get the size of one.

**SCORE POINT** 0

Student incorrectly states the height and provides a mathematically incorrect approach for solving the problem.
Write an equation expressing the relationship between the height of the stack and the number of cups in the stack.

Let $h$ represent the height of the stack, in cm, and $n$ the number of cups in the stack.

$h = 2n + 12$
The catalog is advertising a stack of these cups that is 95 cm tall. Lori says, “That must be a misprint because a stack of that height is not possible.”

Do you agree or disagree with Lori? Explain your reasoning.
Rubric:
2 points: Student agrees with Lori and provides a valid mathematical explanation as to why a stack of cups could not reach 95 cm. For example, students could attend to the fact that all stacks are an even number of centimeters, or that when they plug in 95 for $h$ to solve for $n$, it yields a non-whole number.

1 point: Student agrees with Lori, but provides a mathematical explanation that is incomplete.

0 points: Student disagrees with Lori, OR agrees with Lori, but does not offer any explanation for why.
Your class wants to sell School Spirit Cups with the school logo on them. Your teacher asks you to design this new cup such that a stack of 10 cups will be 125 cm tall.

Describe key measurements of the School Spirit Cups and explain how they will meet the required specifications.
Rubric:

2 points: Student describes the key dimensions of the cup (height of cup, height of lip (if necessary)) and explains how 10 cups will reach a height of exactly 125 cm.

1 point: Student describes the key dimensions of the cup (height of cup, height of lip (if necessary)) that would satisfy the constraints, but does not explain how 10 cups will reach a height of exactly 125 cm.

0 points: Student does not describe key dimensions that would satisfy the constraints.
10 cm lips with 25 cm base is 35 cm tall each.

The base of the cup is 25 cm, then 10 x 10 cm for the lips will be 100 cm for all of the lips. 100 + 25 is 125 for the whole stack.

SCORE POINT 2

The student provides the key measurements of the cup ("lips" and "base") and describes how these dimensions meet the required specifications.

To make the cups how Karmin wants them to be, you would make the cups 12.5 cm tall and it would make a stack of 10 at 125 cm tall.

SCORE POINT 1

The student partially explains the dimensions but fails to explain how they will meet the required specifications.

- must be at least 15 cm tall, individually
- must be stirofoam
- must be able to be divided by the height to get #

SCORE POINT 0

Student does not describe key dimensions for the height.