

WASL - Washington Assessment of Student Learning

Mathematics Grade 4

2007 Released Items



Dr. Terry Bergeson
State Superintendent of
Public Instruction

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A Letter from the Superintendent

November, 2007

Dear Washington Educator:

I am delighted to offer this seventh annual publication of released test items from the 2007 Washington Assessment of Student Learning (WASL). I hope you continue to find these materials helpful to your efforts to improve instruction and increase student learning.

This released item document is also available on our Web site and offers the option to print sections individually. In addition, we have printed the state results for each test question into the data analysis box.

We release items from the WASL each year, so that teachers and administrators can better analyze the results of specific test items by identifying strengths, weaknesses, patterns and trends of student performance on the Essential Academic Learning Requirements (EALRs). Additionally, the use of these released items in the classroom, along with an intentional focus on the Grade Level Expectations (GLEs), has been found to be an effective method for improving student learning and achievement.

Using these test items and your school- and district-specific data that is provided by the state, you will be able to learn more about students in your school and district. By analyzing the differences in data and the relationship of each question to the EALRs, areas of strength and improvement will become apparent.

I encourage you to join with other staff to work with the item-specific scoring guides and the annotated student responses that illustrate each score point. Schools that have used this process have given very positive feedback about this experience.

Please continue to visit our Web site, www.k12.wa.us, for additional resources. I wish you a wonderful and successful school year as we continue our work together to ensure all students have the skills needed to be successful today and in the future.

Sincerely,



Dr. Terry Bergeson
State Superintendent of Public Instruction

How to Use this Released Item Booklet and the Item Analysis Report

Introduction

You should have two documents: one, this Released Item Booklet and two, the Item Analysis Report. These two documents should be used together to help administrators and teachers understand released WASL items that reflect content-specific learning strands and targets that are derived from the Essential Academic Learning Requirements.

This **Released Item Booklet** includes the following information:

- WASL Mathematics items from the 2007 operational assessment
- A table for each item where you can transfer the school-level and district-level data
- This year the state-level data has already been placed in the table
- A tools designation that shows whether the item could be placed on the assessment in a location on a day when tools are permitted (Y), on a day when tools are not permitted (N), or the day the item is placed does not matter (X).
- Information to indicate the strand and/or learning target and information for each item
- Item-specific scoring guides, student work at representative score points, and annotations for scores.

The **Item Analysis Report** includes the following information:

- A list of all released items referenced to strands and/or learning targets
- For constructed-response items, including short answer, enhanced multiple-choice, and extended response, information is presented by the percentage of students who scored at each score point by school, by district, and by state
- Each item also includes the percentage of students who made no attempt at this item, leaving it blank.

Ideas for Using Released Items as Professional Development Opportunities

Half-Day Professional Development

- Follow guidelines for “How to Use this Released Item Booklet and the Item Analysis Report.” Depending on the configuration of the participating group, complete data for grades 3, 4, 5, 6, 7 and 8 or just do grade-specific data
- Provide data analysis from 2001, 2002, 2003, 2004, 2006 and 2007 released items and ask, “Where have we seen areas of growth?” “In what areas do we believe instructional practices made an impact on student learning?” “Where do we see areas that need further improvement?” Formulate questions based on the work you have done in school and/or in district
- Compare WASL assessment results with other school and/or district assessments to further define areas in which to focus instruction.

Full-Day Professional Development

- Complete the suggestions for Half-Day Professional Development
- Contact your district assessment director, ESD, or 2007 summer Washington Teacher Scorers, or Mathematics Assessment Leadership Team members to receive more in-depth training on the full set of anchor papers, practice sets, and qualifying sets for many of the mathematics released items.

Follow-Up Professional Development and Involving Students in Assessment

- Have students complete the items
- Bring student work to a two- or three-hour workshop to score student papers and ask yourselves, “What do the results tell us?”

AND/OR

- Train students on the sample student responses in the Released Item Booklet and have students score their own responses using the scoring guides
- Train students on how to use Sample Mathematics WASL Questions to write questions based on scenarios, informational text, etc.

Introduction to Fourth Grade Mathematics Released Items

Welcome to the Released Item Booklet for the WASL 2007 mathematics items. In this booklet you will find six items that were part of the spring 2007 WASL assessment for mathematics.

There are three types of assessment items for Grade 4 included in this document:

- Multiple-choice questions where students earn one point by selecting the right answer from three options
- Short-answer items where students earn up to two points by writing an answer, explaining their thinking, drawing a picture or diagram, or showing steps used to solve a problem
- Extended-response items where students can earn up to four points by constructing a response that asks for more details (graphs, tables, written summaries) or more thinking.

Items that were not released this year may be used on future WASLs. These released items provide opportunities for teachers and administrators to become experienced with the item-specific scoring guides and annotated samples of student responses.

As you study the items, you may want to become familiar with the WASL test and item specifications and grade level expectations (located on our website—www.k12.wa.us), your school or district's data, and the annotated student responses contained in this Released Item Booklet. Each item in this booklet represents a “learning target,” which is a mathematics skill derived from the Essential Academic Learning Requirements (EALRs) that can be captured in a paper and pencil assessment. These targets are subsets of the nine mathematics content and process strands.

As you begin to analyze your data, think about what would account for the performance of students on particular items. Although many of the items can represent strengths and weaknesses across schools, districts, and the state, attempt to maintain the whole picture and ask yourselves, “What do we expect our students to know and be able to do in order to be successful on this item?”

In order to assist you in your efforts in understanding and using the Released Item Booklet, please do not hesitate to search our website www.k12.wa.us/assessment/WASL/mathematics for further resources.

Sincerely,

Yoonsun Lee (360) 725-6291
Director of Assessment and Psychometrics

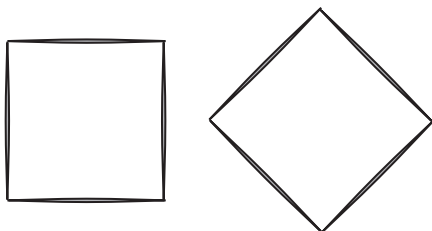
Mary Holmberg	(360) 725-6235	3rd and 4th grade
Lynda Eich	(360) 725-4974	5th and 6th grade
Robert Hodgman	(360) 725-6440	7th and 8th grade
Karen Hall	(360) 725-4962	High School

2007 Mathematics Released Items

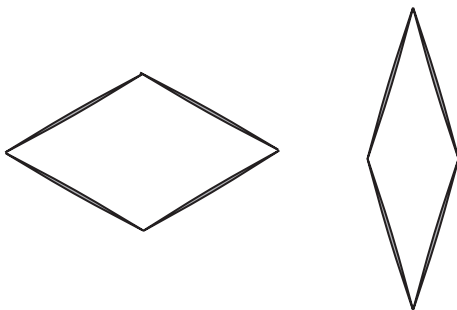
- 1 Keiko had 8 toothpicks. She arranged them into two 4-sided figures that are congruent.

Which two figures are congruent?

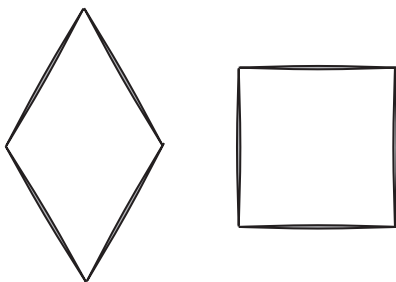
A.



B.



C.



2007 Mathematics Released Items
Item Information for item number 1

Score Points: 1

Tools: X

Strand and Target GS01 (Properties and Relationships): Demonstrate understanding of the concept of congruence, parallel and perpendicular lines, and line symmetry in 2-dimensional shapes and figures; use geometric attributes and properties, including congruence, to identify, name, draw, and/or sort, classify, and label 2-dimensional figures (1.3.1, 1.3.2)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		87.8%	A*
		8.7%	B
		2.6%	C
		0.8%	NR

2007 Mathematics Released Items

- 2 Band members set up chairs for a band concert in the gym. They had 9 rows and used 63 chairs.

Which equation shows how many chairs are in each row?

- A. $63 + 9 = \square$
- B. $63 \div 9 = \square$
- C. $63 \times 9 = \square$

Item Information for item number 2

Score Points: 1

Tools: X

Strand and Target AS02 (Symbols and Notations): Demonstrate understanding of equality and inequality and use =, <, or > in equations and inequalities; use variables to write simple expressions and equations that represent situations involving addition, subtraction, multiplication, and/or division of whole numbers (1.5.3, 1.5.4)

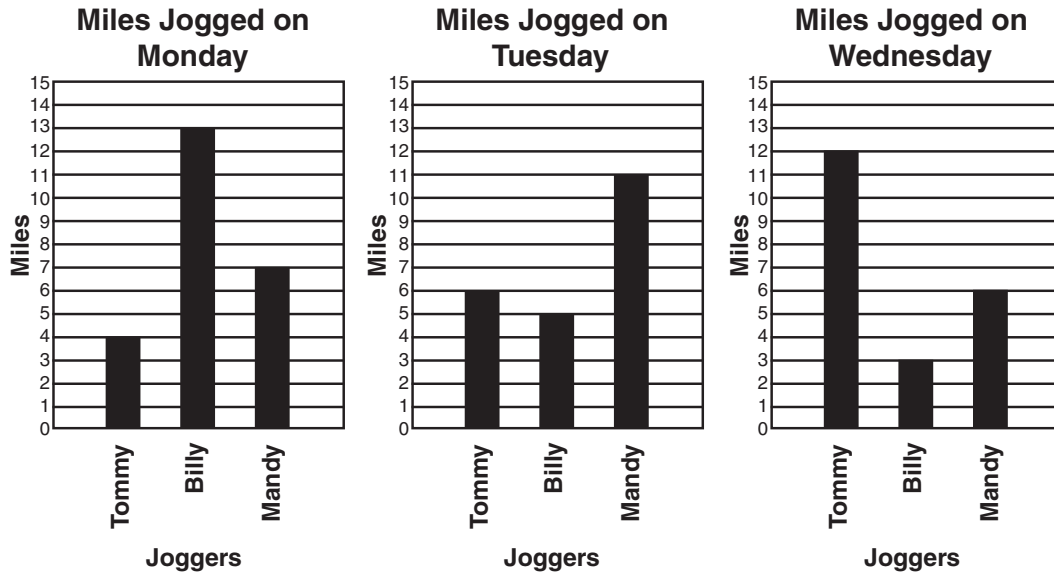
Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		6.4%	A
		64.4%	B*
		27.7%	C
		1.5%	NR

2007 Mathematics Released Items

3 Look at the three graphs.



Who jogged the most total miles for these three days?

- A. Tommy
- B. Billy
- C. Mandy

Item Information for item number 3

Score Points: 1

Tools: X

Strand and Target MC01 (Connect within Mathematics): Apply concepts and procedures from two of the content strands in a given problem or situation; recognize equivalent mathematical models and representations in familiar situations (5.1.1, 5.1.2)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Responses (* = correct response)
		6.1%	A
		17.4%	B
		76.1%	C*
		0.4%	NR

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . _____
- What number is represented by the \triangle ? _____
- Use the **same** two numbers to write a different equation.

2007 Mathematics Released Items

Item Information for item number 4

Score Points: 2

Tools: X

Strand and Target AS02 (Symbols and Notation): Demonstrate understanding of equality and inequality and use =, <, or > in equations and inequalities; use variables to write simple expressions and equations that represent situations involving addition, subtraction, multiplication, and/or division of whole numbers (1.5.3, 1.5.4)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Points
		10.2%	0
		35.6%	1
		53.5%	2
		0.7%	NR
		1.4	Mean

Scoring Guide for item number 4

A 2-point response: The student demonstrates understanding of writing an equation to represent a given situation by doing the following:

- states two numbers that have a difference of 9, where the greater number is represented by the square
- supplies a correct equation using the same numbers.

Example:

$$\square = 10$$

$$\triangle = 1$$

$$10 + 1 = 11$$

NOTE: An equation may use numbers or variables and the variables must be assigned to the original numbers stated to earn two points.

A 1-point response: The student does one of the following:

- states the missing numbers but gives an incorrect or no equation
- provides two incorrect numbers and correctly uses them in a different equation.

A 0-point response: The student demonstrates very little or no understanding of writing an equation to represent a given situation.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . 11
- What number is represented by the \triangle ? 2
- Use the **same** two numbers to write a different equation.

I chose the equation to be $11 - 2 = 9$
to begin with. Now I will change
it to 11×2 . I know that $11 \times 2 = 22$. That
will be my new equation.

Annotation for example 2-point response:

The student shows understanding of writing an equation to represent a given situation by stating two numbers that have a difference of 9, where the greater number is represented by the square ("11" for the square and "2" for the triangle) and supplying a correct equation using the same numbers, " $11 \times 2 = 22$." This response earns two points.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . 12
- What number is represented by the \triangle ? 3
- Use the **same** two numbers to write a different equation.

$$\triangle + \triangle + \square = 18$$

$$3 + 3 + 12 = 18$$

Annotation for example 2-point response:

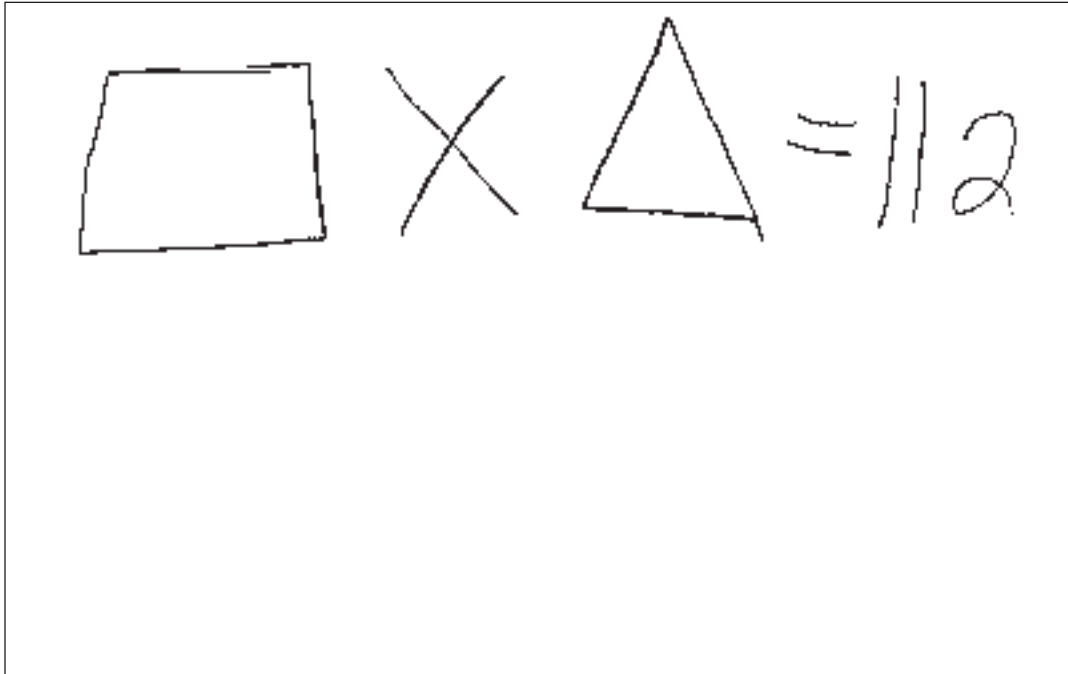
The student shows understanding of writing an equation to represent a given situation by stating two numbers that have a difference of 9, where the greater number is represented by the square ("12" for the square and "3" for the triangle) and supplying a correct equation using the same numbers, "3 + 3 + 12 = 18." This response earns two points.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . 16
- What number is represented by the \triangle ? 7
- Use the **same** two numbers to write a different equation.



Annotation for example 2-point response:

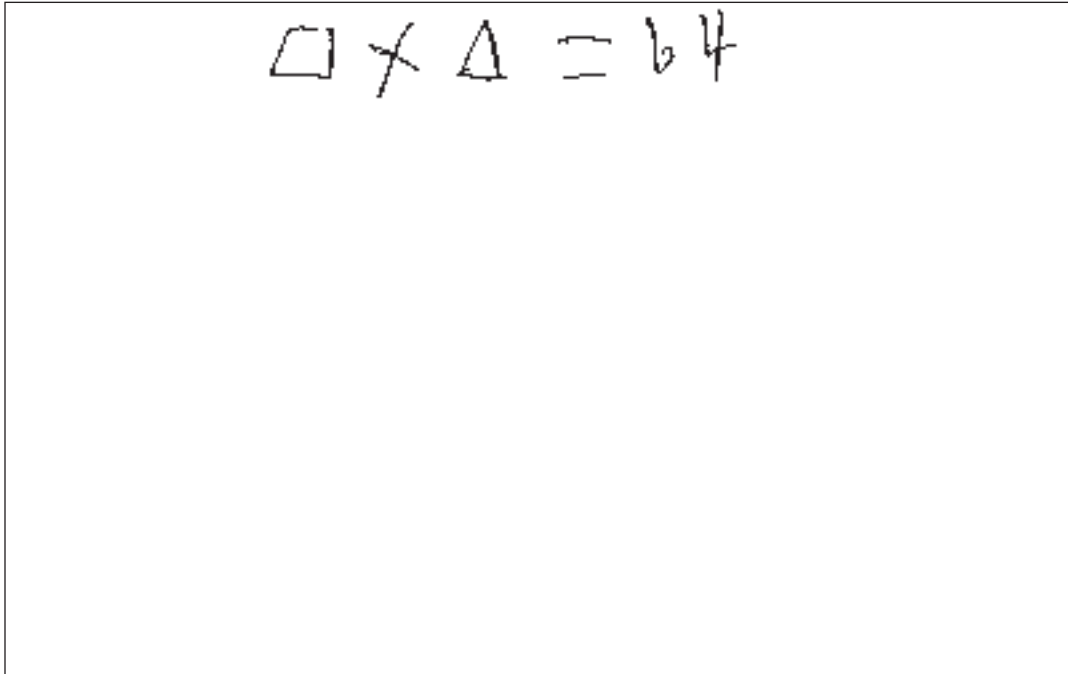
The student shows understanding of writing an equation to represent a given situation by stating two numbers that have a difference of 9, where the greater number is represented by the square ("16" for the square and "7" for the triangle) and supplying a correct equation using the same numbers, " $\blacksquare \times \blacktriangle = 112$." This response earns two points.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . $\frac{19}{10}$
- What number is represented by the \triangle ? $\frac{10}{10}$
- Use the **same** two numbers to write a different equation.



Annotation for example 1-point response:

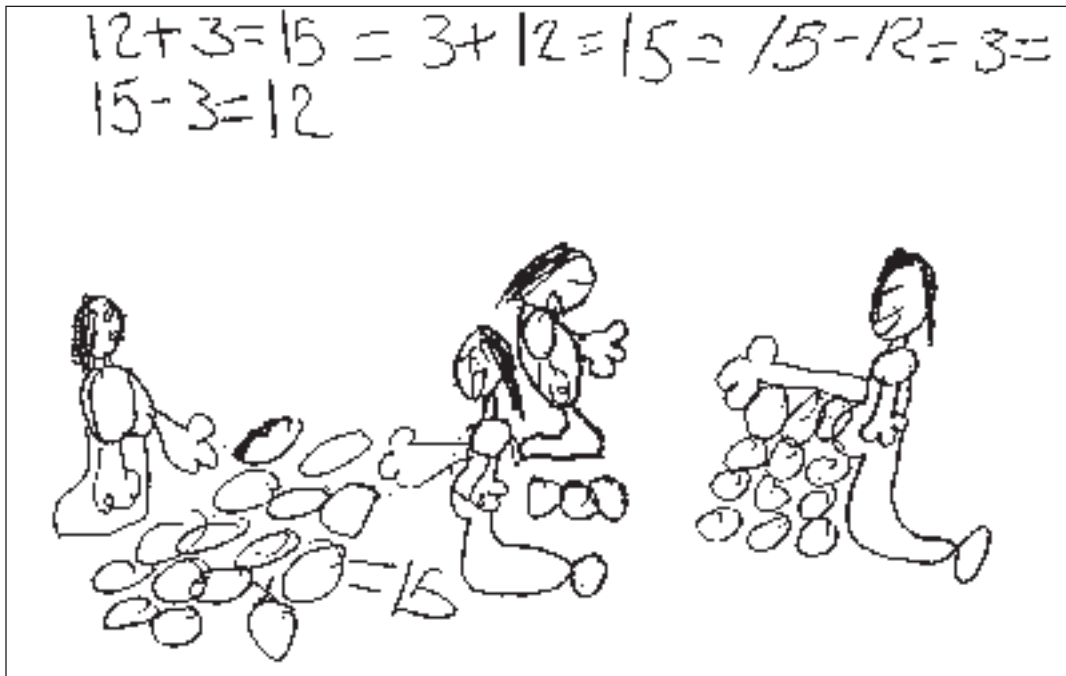
The student shows partial understanding of writing an equation to represent a given situation by stating two numbers that have a difference of 9, where the greater number is represented by the square (“19” for the square and “10” for the triangle) and supplying an incorrect equation for the same numbers, “ $\blacksquare \times \blacktriangle = 64$.” This response earns one point.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . 12
- What number is represented by the \triangle ? 3
- Use the **same** two numbers to write a different equation.



Annotation for example 1-point response:

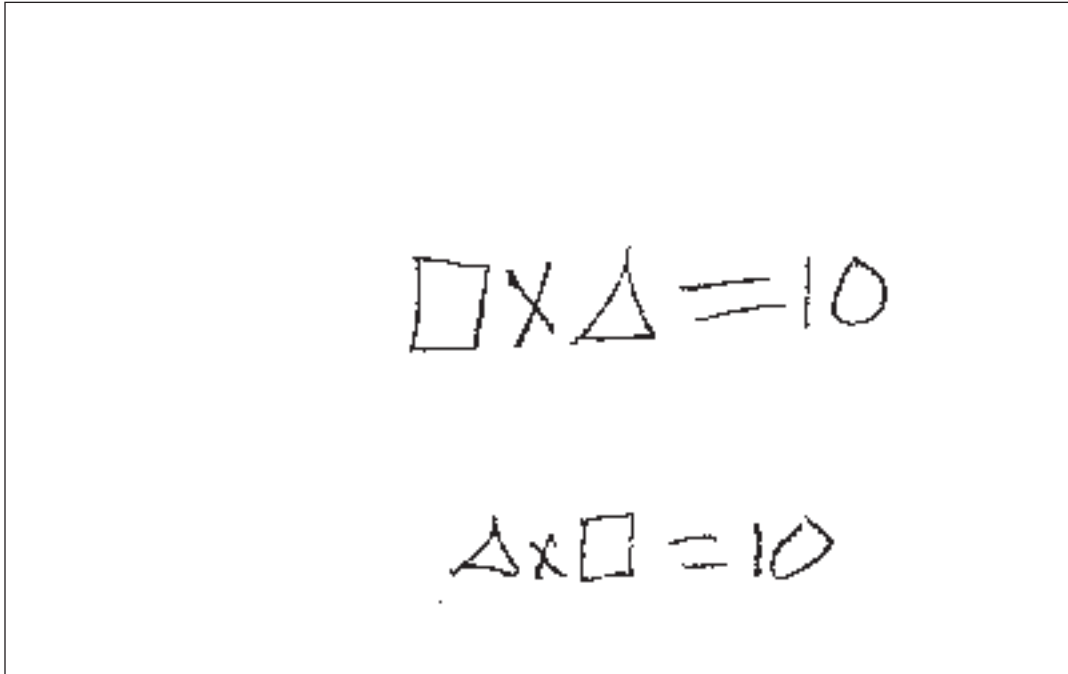
The student shows partial understanding of writing an equation to represent a given situation by stating two numbers that have a difference of 9, where the greater number is represented by the square ("12" for the square and "3" for the triangle) and supplying a run-on equation consisting of fact families of 12, 3, and 15. " $15 = 15 - 12 = 3 = 15 - 3 = 12$ " is an incorrect equation. This response earns one point.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . 5
- What number is represented by the \triangle ? 2
- Use the **same** two numbers to write a different equation.



$\square \times \triangle = 10$

$\triangle \times \square = 10$

Annotation for example 1-point response:

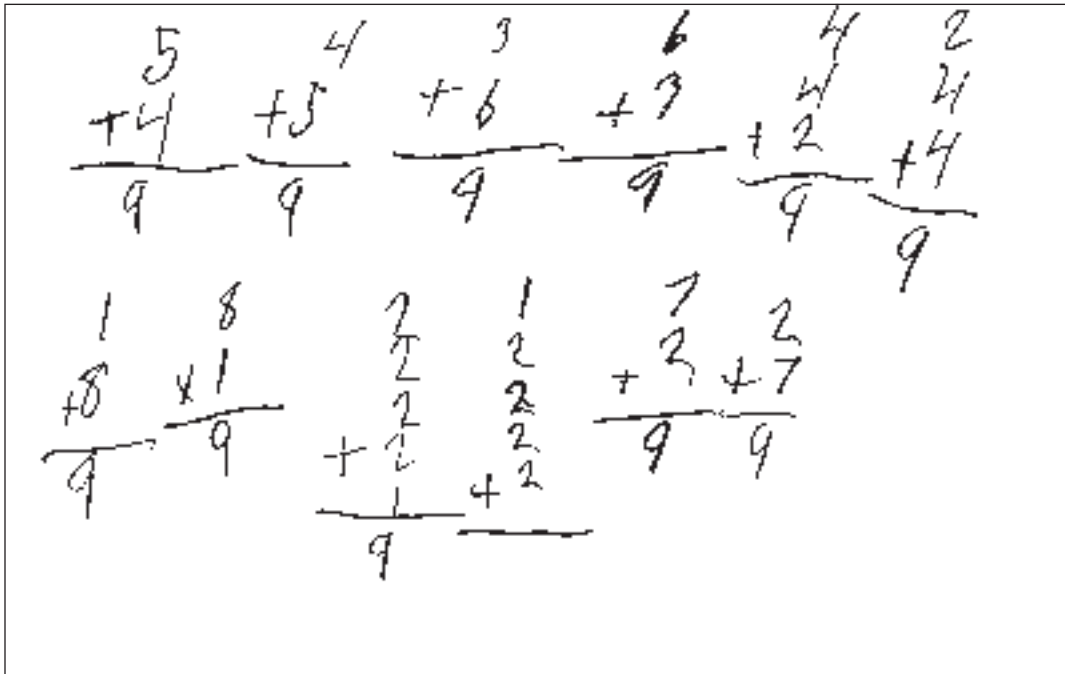
The student shows partial understanding of writing an equation to represent a given situation by providing two incorrect numbers, “5” and “2,” and correctly using them in a different equation “ $\square \times \triangle = 10$.” This response earns one point.

2007 Mathematics Released Items

4 Look at the equation.

$$\square - \triangle = 9$$

- Choose a number to be represented by the \square . $\frac{5}{4}$
- What number is represented by the \triangle ? $\frac{4}{4}$
- Use the **same** two numbers to write a different equation.



Annotation for example 0-point response:

The student shows little or no understanding of writing an equation to represent a given situation by providing two incorrect numbers, “5” and “4,” and giving numerous algorithms using a variety of numbers. This response earns zero points.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE	
(tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a question that can be answered using subtraction .

Write a different question that can be answered using multiplication .

2007 Mathematics Released Items

Item Information for number 5

Score Points: 2

Tools: X

Strand and Target CU01 (Gather Information): Develop and follow a simple plan for collecting numerical, measurement, geometric, and/or statistical information for a given purpose; extract numerical, measurement, geometric, and/or statistical information for a given purpose from one or two different sources (4.1.1, 4.1.2)

Performance Data

(Use this space to fill in student performance information for your school and district.)

Percent Distribution			
School	District	State	Points
		59.8%	0
		21.0%	1
		16.3%	2
		2.8%	NR
		0.6	Mean

Scoring Guide for item number 5

A 2-point response: The student shows understanding of how to write questions that could be answered using data sources, such as a sales receipt, by doing the following:

- writes one question that can be answered using subtraction using information from the receipt
- writes a different question that can be answered using multiplication using information from the receipt.

A 1-point response: The student does one of the following:

- writes a question that can be answered using subtraction using information from the receipt
- writes a question that can be answered using multiplication using information from the receipt.

A 0-point response: The student shows very little or no understanding of how to write a question using data sources, such as a sales receipt.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE	
(tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

How much more does the box of crayons cost than the folder?

Write a different **question** that can be answered using **multiplication**.

How much do 6 notebooks cost?

Annotation for example 2-point response:

The student shows understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using subtraction using information from the receipt (**subtract** the price of 1 folder from the price of 1 box of crayons) and writing a question that can be answered using multiplication using information from the receipt (**multiply** the price of 2 notebooks by 3). This response earns two points.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE	
(tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using** information from the receipt.

Write a **question** that can be answered using **subtraction**.

If you had 5 dollars and you bought 1 Notebook how much money was left over?

Write a different **question** that can be answered using **multiplication**.

How much money would it take to buy 14 Notebooks?

Annotation for example 2-point response:

The student shows understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using subtraction using information from the receipt (divide the price of 2 notebooks by 2 and **subtract** the result from \$5.00) and writing a question that can be answered using multiplication using information from the receipt (**multiply** the price of 2 notebooks by 7). This response earns two points.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE (tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

If you have \$10 how many
notebooks can you buy?

Write a different **question** that can be answered using **multiplication**.

If you wanted 10 boxes
of crayons how much
would it cost?

Annotation for example 2-point response:

The student shows understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using subtraction using information from the receipt (**subtract** the price of notebooks from \$10.00 until the money is gone, then count the number of subtractions) and writing a question that can be answered using multiplication using information from the receipt (**multiply** the price of 1 box of crayons by 10). This response earns two points.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE (tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

If ben had \$5.00 how many packs of pencils could he get and how much money would be left over?

Write a different **question** that can be answered using **multiplication**.

If lacey bought 1 box of crayons and 2 notebooks how much money would she have to pay?

Annotation for example 1-point response:

The student shows partial understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using subtraction using information from the receipt (use repeated subtraction or divide \$5.00 by the price of a pack of pencils; multiply the result by \$.60; **subtract** that product from \$5.00). The second question is answered using addition instead of multiplication. This response earns one point.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE	
(tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

How much money does all the objects cost without the taxes?

Write a different **question** that can be answered using **multiplication**.

If John wanted to get two more of all the objects how much will the all cost?

Annotation for example 1-point response:

The student shows partial understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using multiplication using information from the receipt (divide to determine unit price, **multiply** the unit price by two and add to total – the use of “object” could be defined as one each of each item or packaged as shown on the receipt but in either case multiplication would be used to answer the question). The amount of tax is not listed on the receipt so the subtraction question cannot be answered using information from the receipt. This response earns one point.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE	
(tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

What is the price of Box of Crayons minus the price of 2 notebooks

Write a different **question** that can be answered using **multiplication**.

What is the price of 6 pencils multiplied by 1 folder.

Annotation for example 1-point response:

The student shows partial understanding of how to write a question using data sources, such as a sales receipt, by writing a question that can be answered using subtraction using information from the receipt (**subtract** the price of 2 notebooks from the price of a box of crayons). The multiplication question multiplies the price of pencils by the amount of folders, which is not acceptable. This response earns one point.

2007 Mathematics Released Items

5 John found a receipt in his coat pocket.

SCHOOL STORE (tax included in all prices)	
6 Pencils	\$0.60
2 Notebooks	\$2.00
1 Box of Crayons	\$3.50
3 Erasers	\$2.25
1 Folder	\$0.75
Total:	

Write **two** mathematical questions that can be answered **using information from the receipt**.

Write a **question** that can be answered using **subtraction**.

Andrew has a full pie. He gave some to Jeremy now Andrew only has 1 half of a pie. How much pie did Jeremy take?

Write a different **question** that can be answered using **multiplication**.

pencils cost 25¢ each Abe bought 7 of them. How much money did Abe use?

Annotation for example 0-point response:

The student shows little or no understanding of how to write a question using data sources, such as a sales receipt, by writing a subtraction question and a multiplication question that cannot be answered by using information from the receipt. This response earns zero points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal

The cost of Natalie's meal is _____.

2007 Mathematics Released Items

Shawna's Complete Meal

The cost of Shawna's meal is _____.

Kayla's Complete Meal

The cost of Kayla's meal is _____.

Item Information for item number 6

Score Points: 4

Tools: N

Strand and Target SR05 (Construct Solutions and Verify Results): Select and use relevant information, a variety of strategies, and appropriate concepts and procedures from number sense, measurement, geometric sense, and/or statistics to construct a solution; justify results using evidence; check for reasonableness of results; validate thinking about numerical, measurement, geometric, or statistical ideas using models, known facts, patterns, and/or relationships (2.2.1, 2.2.2, 2.2.3, 3.3.1, 3.3.2, 3.3.3)

Performance Data

(Use this space to fill in student performance information for your school and district.)

2007 Mathematics Released Items

Percent Distribution			
School	District	State	Points
		8.2%	0
		5.4%	1
		11.5%	2
		24.3%	3
		49.9%	4
		0.8%	NR
		3.0	Mean

Scoring Guide for item number 6

A 4-point response: The student shows understanding of problem solving and validating thinking by earning 12 to 14 of the following value points:

Understanding

- uses exactly one item from each menu section for each meal (1 value point each, up to 3 value points)
- uses at least one different item in each of the three meals (2 value points) or uses at least one different item in only 2 meals (1 value point)

NOTE: If all three meals listed contain the same items, only the third meal receives value points.

Strategy/Procedure

- uses an appropriate procedure with only the given prices from the menu (1 value point each up to 3 value points)

Answer

- writes the total for each meal (1 value point each up to 3 value points)

NOTE: Allow for totals that are consistent with incorrectly written menu prices.

Justification

- writes a total for each meal that is less than or equal to \$20 (1 value point each up to 3 value points).

A 3-point response: The student earns 9 to 11 value points.

A 2-point response: The student earns 6 to 8 value points.

A 1-point response: The student earns 3 to 5 value points.

A 0-point response: The student shows very little or no understanding of problem solving and validating thinking.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>Fries = \$4.00</p> <p>House Salad = \$3.00</p> <p>Vegetarian Platter = \$9.00</p> <p>Homemade ice cream = \$1.95</p> <hr/> <p>Total = \$17.95</p> <p>The cost of Natalie's meal is <u>\$17.95</u>.</p>

2007 Mathematics Released Items

Shawna's Complete Meal

Onion Rings = \$5.00
Caesar Salad = \$4.00
Vegetarian Platter = \$9.00
Homemade ice cream = \$1.95

Total = \$19.95

The cost of Shawna's meal is \$19.95.

Kayla's Complete Meal

Onion Rings = \$5.00
House Salad = \$3.00
Chicken = \$10.00
Homemade ice cream = \$1.95

Total = \$19.95

The cost of Kayla's meal is \$19.95.

Annotation for example 4-point response:

The student shows understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp), using at least one different item in each of the three meals (2vp), using an appropriate procedure with only the given prices from the menu for each meal (3vp), writing the correct total for each meal (3vp), and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 14 value points. This response earns four points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal	
Fries = 4.00	4.00
Onion Ring = 5.00	5.00
House salad = 3.00	3.00
Homemade ice cream = 1.95	1.95
	$\begin{array}{r} 4.00 \\ 5.00 \\ 3.00 \\ 1.95 \\ \hline 9.95 \end{array}$
The cost of Natalie's meal is <u>\$ 9.95</u> .	

2007 Mathematics Released Items

Shawna's Complete Meal

Fries = 4.00	10.00
Caesar salad = 4.00	4.00
Chicken = 10.00	4.00
Homemade ice cream = 1.95	+ 1.95
	<hr/>
	19.95

The cost of Shawna's meal is \$ 19.95.

Kayla's Complete Meal

Vegetarian Platter = 9.00	19.00
House Salad = 3.00	3.00
Onion Rings = 5.00	5.00
Grandma's Cobbler = 2.75	+ 2.75
	<hr/>
	19.75

The cost of Kayla's meal is \$ 19.75.

Annotation for example 4-point response:

The student shows understanding of problem solving and validating thinking by using exactly one item from each menu section for two meals (2vp), Natalie's meal has two appetizers and no main course; using at least one different item in each of the three meals (2vp); using an appropriate procedure with only the given prices from the menu for each meal (3vp); writing the correct total for two meals (2vp), Natalie's meal total is \$13.95, not \$9.95; and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 12 value points. This response earns four points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal

Onion Rings \$5.00		\$5.00
Caesar Salad \$4.00		+4.00
Chicken \$10.00		\$10.00
Homemade ice cream \$1.95		+1.95
		\$20.95

The cost of Natalie's meal is \$20.95.

2007 Mathematics Released Items

Shawna's Complete Meal

Fries	4.00	4.00
House Salad	3.00	3.00
Super Ribs	13.00	13.00
Grandma's Cobbler	2.75	2.75
		27.75

The cost of Shawna's meal is 27.75.

Kayla's Complete Meal

Fries	\$ 4.00	4.00
House Salad	\$ 3.00	3.00
Vegetarian Platter	\$ 9.00	9.00
Grandma's Cobbler	2.75	2.75
		\$ 18.75

The cost of Kayla's meal is \$ 18.75.

Annotation for example 4-point response:

The student shows understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp), using at least one different item in each of the three meals (2vp), using an appropriate procedure with only the given prices from the menu for each meal (3vp), writing the correct total for each meal (3vp), and writing a total for one meal that is less than or equal to \$20 (1vp) for a total of 12 value points. This response earns four points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>Fries</p> <p>House Salad</p> <p>Vegetarian Platter</p> <p>Homemade Ice Cream</p> <p>The cost of Natalie's meal is <u>\$17.95</u>.</p>
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2007 Mathematics Released Items

Shawna's Complete Meal

Onion Rings
House Salad
Vegetarian Platter
Homemade Ice Cream

The cost of Shawna's meal is \$18.95 ^{Plus Tax}.

Kayla's Complete Meal

Fries
Caesar Salad
Vegetarian Platter
Homemade Ice Cream

The cost of Kayla's meal is \$18.95 ^{Plus Tax}.

Annotation for example 3-point response:

The student shows partial understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp), using at least one different item in each of the three meals (2vp), not using an appropriate procedure or prices from the menu for any meal (0vp), writing the correct total for each meal (3vp), and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 11 value points. This response earns three points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>Chicken \$10.00 Onion Rings 5.00 Homemade Ice Cream 1.95 <hr/>\$16.95</p> <p>The cost of Natalie's meal is <u>\$16.95</u>.</p>

2007 Mathematics Released Items

Shawna's Complete Meal

Super Ribs	\$13.00
Fries	4.00
House Salad	3.00
	<hr/>
	\$20.00

The cost of Shawna's meal is \$20.00.

Kayla's Complete Meal

Vegetarian platter	\$9.00
Grandma's cobble	\$2.75
Caesar salad	4.00
	<hr/>
	\$15.75

The cost of Kayla's meal is \$15.75.

Annotation for example 3-point response:

The student shows partial understanding of problem solving and validating thinking by not using exactly one item from each menu section for each of the three meals (0vp); Natalie has no salad, Shawna has no dessert and Kayla has no appetizer, using at least one different item in each of the three meals (2vp), using an appropriate procedure with only the given prices from the menu for each meal (3vp), writing the correct total for each meal (3vp) and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 11 value points. This response earns three points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>Fries 4.30</p> <p>House Salad 3.27, 13.00</p> <p>Vegetarian platter 9.00</p> <p>Homemade ice cream 2.04</p> <p>The cost of Natalie's meal is <u>49.88</u>.</p>
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2007 Mathematics Released Items

Shawna's Complete Meal

Fries 4.30 5.72
Caesar salad 4.30 11.55
Vegetarian platter 9.51
Homemade ice cream 2.04

The cost of Shawna's meal is 20.57.

Kayla's Complete Meal

Onion rings 5.45 7.49
House salad 3.27 8.08
Vegetarian platter 4.31 15.57
Home made ice cream 2.04

The cost of Kayla's meal is 19.57.

Annotation for example 3-point response:

The student shows partial understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp), using at least one different item in each of the three meals (2vp), using a procedure that changes the prices from the menu (includes tax) for each meal (0vp), writing the correct total for each meal (3vp) and writing a total for two meals that is less than or equal to \$20 (2vp) for a total of 10 value points. This response earns three points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>onion rings caesar salad vegetarian platter homemade ice cream</p> <p>The cost of Natalie's meal is <u>\$20.00</u>.</p>
--

2007 Mathematics Released Items

Shawna's Complete Meal

Fries
House Salad
chicken
Grandmother's Cobbler

The cost of Shawna's meal is 20.00.

Kayla's Complete Meal

onion rings
House Salad
chicken
Home made ice cream

The cost of Kayla's meal is 20.90.

Annotation for example 2-point response:

The student shows partial understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp); using at least one different item in each of the three meals (2vp); not using an appropriate procedure or prices from the menu for any meal (0vp); not writing the correct total for any meal (0vp), Natalie's meal is \$19.95, Shawna's meal is \$19.75, and Kayla's meal is \$19.95; and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 8 value points. This response earns two points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal



The cost of Natalie's meal is 9.00.

2007 Mathematics Released Items

Shawna's Complete Meal

House salad
and
cesar salad

The cost of Shawna's meal is 7.00.

Kayla's Complete Meal



The cost of Kayla's meal is 4.16.

Annotation for example 2-point response:

The student shows partial understanding of problem solving and validating thinking by using two items from one menu section for each of the three meals (0vp); using at least one different item in each of the three meals (2vp); not using an appropriate procedure or prices from the menu for any meal (0vp); writing the correct total for two meals (2vp), Kayla's meal is \$4.70; and writing a total for each meal that is less than or equal to \$20 (3vp) for a total of 7 value points. This response earns two points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>Fries 4.00 House Salad 3.00 Vegetarian platter 9.00 Homemade ice cream 1.95</p> <p>The cost of Natalie's meal is <u>17.95</u>.</p>

2007 Mathematics Released Items

Shawna's Complete Meal

onion rings 500
House salad 300
Chicken 1000
Homemade ice cream 195

The cost of Shawna's meal is 1995.

Kayla's Complete Meal

Fries 400
House salad 300
Chicken 900
Grandma's ice cream 275

1875

The cost of Kayla's meal is 1875.

Annotation for example 2-point response:

The student shows partial understanding of problem solving and validating thinking by using exactly one item from each menu section for each of the three meals (3vp), using at least one different item in each of the three meals (2vp), using an appropriate procedure but without the given prices (decimal points omitted) from the menu for each meal (0vp), writing the correct total for each meal (3vp), but not writing a total for each meal that is less than or equal to \$20 due to the lack of decimals (0vp) for a total of 8 value points. This response earns two points.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p>fries \$4.00</p> <p>House Salad \$3.00</p> <p>Chicken \$10.00</p> <p>homemade ice cream \$1.95</p> <p>The cost of Natalie's meal is <u>\$19.95</u>.</p>
--

2007 Mathematics Released Items

Shawna's Complete Meal

The cost of Shawna's meal is \$18.45.

Kayla's Complete Meal

The cost of Kayla's meal is 19 75.

Annotation for example 1-point response:

The student shows partial understanding of problem solving and validating thinking by using exactly one item from each menu section for only Natalie's meal (1vp), not using at least one different item in each of the three meals since no items are listed for Shawna and Kayla (0vp), using an appropriate procedure with only the given prices from the menu for Natalie's meal (1vp), writing the correct total for Natalie's meal (1vp), and writing a total for Natalie's meal that is less than or equal to \$20 (no value points are earned for the total of Shawna's and Kayla's meals since no items were listed) (1vp) for a total of 4 value points. This response earns one point.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal

Super ribs	\$13.00
ice cream	2.75
Salad	3.00
	$ \begin{array}{r} 13.00 \\ + 2.75 \\ + 3.00 \\ \hline 18.75 \end{array} $
	$ \begin{array}{r} 18.75 \\ - 7.05 \\ \hline 11.70 \end{array} $

The cost of Natalie's meal is 11.70.

2007 Mathematics Released Items

Shawna's Complete Meal

Onion Rings	#5.00
Grandma's cobbler	1.95
Fries	4.00
	5.00
	+ 1.95
	<u>4.00</u>
	10.95

The cost of Shawna's meal is \$10.95

Kayla's Complete Meal

Chicken	10.00
House Salad	+ 4.00
Ice cream	# 1.95
	<u>6.95</u>

The cost of Kayla's meal is \$6.95

Annotation for example 1-point response:

The student shows partial understanding of problem solving and validating thinking by not using exactly one item from each menu section for each of the three meals (0vp), using at least one different item in each of the three meals (2vp), using an appropriate procedure but with incorrect prices from the menu for each meal (0vp), writing the correct total for Shawna's meal (1vp), and writing a total for Natalie's meal that is less than or equal to \$20 (totals for Shawna's and Kayla's meals are improperly notated using a dollar sign and cent sign) (1vp) for a total of 4 value points. This response earns one point.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

Natalie's Complete Meal

$$\begin{array}{r} \$10.00 \\ 4.00 \\ 4.00 \\ 1.00 \\ \hline \$19.00 \end{array}$$

The cost of Natalie's meal is \$19.00.

2007 Mathematics Released Items

Shawna's Complete Meal

$$\begin{array}{r} \$ 5.00 \\ \$ 4.00 \\ \$ 9.00 \\ \$ 1.00 \\ \hline \$ 19.00 \end{array}$$

The cost of Shawna's meal is \$19.00.

Kayla's Complete Meal

$$\begin{array}{r} 13.00 \\ 19.00 \\ \hline 4.00 \\ \hline 19.00 \end{array}$$

The cost of Kayla's meal is \$19.00.

Annotation for example 1-point response:

The student shows partial understanding of problem solving and validating thinking. No item names are listed, so the response cannot be evaluated for understanding and strategy. The correct total is given for two meals (2vp). The total for Kayla's meal is incorrect and loses a point. All listed totals are less than \$20 (3vp). Kayla's incorrect meal total does not result in a second lost point. There is a total of 5 value points. This response earns one point.

2007 Mathematics Released Items

- 6 The menu below is for Joe's Rib House. Natalie, Shawna, and Kayla will each order a complete meal. A **complete meal** has one item from each section of the menu. They each have \$20.00 to spend, and they each want different combinations of items.

JOE'S RIB HOUSE	
Appetizers	
Fries	\$4.00
Onion Rings	\$5.00
Salads	
House Salad	\$3.00
Caesar Salad	\$4.00
Main Course	
Super Ribs	\$13.00
Chicken	\$10.00
Vegetarian Platter	\$9.00
Dessert	
Grandma's Cobbler	\$2.75
Homemade Ice Cream	\$1.95
All prices include tax.	

Show a **complete meal** for each girl.

Be sure to:

- Give a different combination of menu items for each girl.
- Use one item from each section of the menu for each girl.
- Show that the cost of each meal is \$20.00 or less.

Use words, numbers, or pictures to show your work.

<p>Natalie's Complete Meal</p> <p style="text-align: center;">Grandma's Cobbler</p> <p style="text-align: right;">The cost of Natalie's meal is <u>\$2.75</u>.</p>
--

2007 Mathematics Released Items

Shawna's Complete Meal

House Salad

The cost of Shawna's meal is \$3.00.

Kayla's Complete Meal

Vegetarian Platter

The cost of Kayla's meal is \$9.00.

Annotation for example 0-point response:

The student shows little or no understanding of problem solving and validating thinking by listing only one item for each girl's meal. Meals must have at least 2 items to receive value points. This response earns zero points.