A Joint Publication

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Introduction

Purpose

The practice testlet is designed to provide students with an authentic opportunity to practice items that are aligned to the Mississippi College-and Career-Readiness Standards and that mirror those that will appear on the mathematics MAP assessment. The testlet is also intended to provide teachers with data to drive classroom instruction and provide direct feedback to students.

Structure

The mathematics testlet contains various item types that will be administered on the MAP assessment, such as standard multiple choice, matching, multiple select, and fill in the blank. At the end of the testlet are a series of performance task items, which will assess the performance task standards found in the mathematics MAP blueprint.

Directions

1. Allow students to complete each item type and performance task in the testlet.
2. Teachers will review student responses to the items and score the items and the performance task using the scoring key.
3. Teachers should review the results to determine the needed instructional approach.
4. Teachers can utilize the testlets as teaching tools to help students gain a deeper understanding of the MS CCRS.
5. At the bottom left of each page is an item tag, which will contain the item number, grade level, suggested DOK level, and the standard aligned to the item.
1. Which statement explains why $\sqrt{30}$ is considered an irrational number?

A. When evaluated, $\sqrt{30}$ results in a repeating decimal, which is considered an irrational number.

B. When evaluated, $\sqrt{30}$ results in a terminating decimal, which is considered an irrational number.

C. When evaluated, $\sqrt{30}$ results in a nonterminating and nonrepeating decimal, which is considered an irrational number.

D. When evaluated, $\sqrt{30}$ results in a whole number, which is considered an irrational number.
2. Select all the equations that are true.

A. \(3^{-3} \times 3^5 = 3^2\)

B. \(3^6 \times 3^{-2} = 3^{-3}\)

C. \(3^4 \times 3^2 = 3^6\)

D. \(3^{-2} \times 3^{-2} = \frac{1}{81}\)
3. Directions: Determine whether each equation is true or false.

<table>
<thead>
<tr>
<th>Equation</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\sqrt{49} = 7$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$\sqrt{88} = 8$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$\sqrt[3]{8} = 2$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$\sqrt[3]{9} = 3$</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
4. Directions: Use the information in Part A and B to answer the questions below.

**Part A.**
In 2013, the population of Central African Republic was about 5,000,000.

Which expression is equivalent to 5,000,000?

A. $5 \times 10^5$

B. $5 \times 10^6$

C. $5 \times 10^7$

D. $5 \times 10^8$

**Part B.**
In 2013, the population of Brazil was about $2 \times 10^8$. About how many times larger was the population of Brazil than the population of Central African Republic in 2013?

[ ] times larger
5. Select all equations that are true.

A. 
\[(2.4 \times 10^3)(2.5 \times 10^5) = 6 \times 10^{15}\]

B. 
\[
\frac{4.8 \times 10^6}{6 \times 10^3} = 8 \times 10^2
\]

C. 
\[(1.5 \times 10^4)(3.6 \times 10^3) = 5.4 \times 10^7\]

D. 
\[
\frac{6.3 \times 10^8}{2.1 \times 10^4} = 3 \times 10^2
\]

E. 
\[(5.0 \times 10^5)(4.0 \times 10^2) = 5.4 \times 10^7\]
6. The graphs below show the cost \( y \) of buying \( x \) pounds of fruit. One graph shows the cost of buying \( x \) pounds of lemons, and the other shows the cost of buying \( x \) pounds of oranges.

Select all statements that are true.

A. The graph that represents the cost of \( x \) pounds of lemons is steeper, so it must have a greater slope.

B. The graph that represents the cost of \( x \) pounds of oranges is steeper, so it must have a greater slope.

C. The cost of a pound of lemons is less than the cost of a pound of oranges.

D. The cost of a pound of lemons is greater than the cost of a pound of oranges.

E. The cost of a pound of lemons is equal to the cost of a pound of oranges.
7. Eva is computing the slope between pairs of points on the line shown below. Eva has drawn triangles to help with her calculations (shown below).

Which of the following statements best explain why Eva can use similar triangles to calculate the slope of the line?

A. Eva can find the length of each leg in the right triangle.

B. The horizontal leg length is the difference between the \( x \)-coordinates, which is 3.

C. The vertical leg length is the difference between the \( y \)-coordinates, which is 3.

D. The line rises by -3 units for every horizontal increase of 3 units; therefore, the slope is -1.

E. The line rises by 3 units for every horizontal increase of 3 units; therefore the slope is 6.
8. Determine whether the equations have exactly one solution, no solution, or an infinite number of solutions.

<table>
<thead>
<tr>
<th>Equation</th>
<th>One Solution</th>
<th>No Solution</th>
<th>Infinite Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 (4x - 3) = 8(2x - 2) + 4$</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$3(6x + 2) = 2(9x - 2)$</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$2(7x + 3) + 4 = 7(2x - 1) + 2x$</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$5(3x + 2) - 2 = 4(4x - 3)$</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
9. An equation is shown below.

\[ 3.2(x + 1.5) = 2.4x - 2.7 + 1.4x \]

Select **all** the statements that correctly describe a step that can be used to find the value of \( x \).

A. Add like terms on the right side of the equation.

B. Add 3.2\( x \) to both sides of the equation.

C. Use the distributive property to expand the left side of equation.

D. Subtract 3.2\( x \) from both sides of the equation.

E. Divide 3.8 from both sides of the equation.
10. The graph below shows the functions $y = 2x - 1$ and $y = x + 2$.

Directions: Write the ordered pair that represents the solution to $y = 2x - 1$ and $y = x + 2$.

\[ ( , ) \]
11. A type of pasta is made of a blend of barley and maize. The pasta company is not disclosing the percentage of each ingredient in the blend but we do know that the barley in the blend contains 16.2% protein, and the maize in the blend contains 3.5% protein. Overall, each 57 gram serving of pasta contains 4 grams of protein. Use this information to answer Part A and B below.

**Part A**
Out of 57 grams of pasta, about how many grams of barley are in one serving of the pasta?

grams

**Part B**
Out of 57 grams of pasta, about how many grams of maize are in one serving of pasta?

grams
12. The table below shows the prices for different brands and different numbers of tires at Ray’s Tire Shop.

<table>
<thead>
<tr>
<th>Brand</th>
<th>Number of Tires</th>
<th>Price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand A</td>
<td>1</td>
<td>120</td>
</tr>
<tr>
<td>Brand A</td>
<td>4</td>
<td>450</td>
</tr>
<tr>
<td>Brand B</td>
<td>1</td>
<td>140</td>
</tr>
<tr>
<td>Brand B</td>
<td>4</td>
<td>450</td>
</tr>
</tbody>
</table>

Ray graphs the number of tires sold, \( x \), and the price, \( y \). Which statement explains why Ray’s graph is not a function?

A. Each input has only one output.

B. Each output has only one input.

C. One input has more than one output.

D. One output has more than one input.
13. Two functions are shown below.

Function A: \( y = \frac{3}{4} x + 2 \)

Function B:

<table>
<thead>
<tr>
<th>( x )</th>
<th>( y )</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>2</td>
</tr>
<tr>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>1</td>
<td>-6</td>
</tr>
<tr>
<td>3</td>
<td>-10</td>
</tr>
</tbody>
</table>

Which statements about the properties of Function A and Function B are true? Select each correct statement.

A. The \( y \)-intercept of Function A is equal to the \( y \)-intercept of Function B.

B. The \( y \)-intercept of Function A is less than the \( y \)-intercept of Function B.

C. The \( y \)-intercept of Function A is greater to the \( y \)-intercept of Function B.

D. The rate of change of Function A is equal to the rate of Function B.

E. The rate of change of Function A is less than the rate of Function B.

F. The rate of change of Function A is greater than the rate of Function B.
14. Directions: Determine if each function is linear or nonlinear.

<table>
<thead>
<tr>
<th>Function</th>
<th>Linear</th>
<th>Nonlinear</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y = x^2 - 4$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$y = -2x + 1$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$y = \frac{3}{x}$</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>$y = \frac{x}{3}$</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
15. The relationship between the number of miles for a taxi ride and the cost for the taxi ride is shown in the table below.

<table>
<thead>
<tr>
<th>Number of Miles (x)</th>
<th>Cost in dollars (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.5</td>
</tr>
<tr>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>4</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Directions: Determine whether each statement about the function is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The function is linear.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The initial value is 0.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The rate of change is 3.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The y-intercept is 3.5.</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
16. A function is graphed on a coordinate plane as shown.

Select all statements that correctly describe this function.

A. It is linear.
B. It is nonlinear.
C. It is increasing at a steady rate.
D. It is decreasing at a steady rate.
E. It is both increasing and decreasing.
17. A quadrilateral $BFMH$ is shown in the coordinate plane.

The quadrilateral $B'M'H'$ (not shown) is the image of the quadrilateral $BFMH$ after a rotation of $180^\circ$ about the origin.

Which statements about the quadrilateral $BFMH$ are true? Select each correct statement.

A. $M'H' \cong MH$
B. $B'M' \cong BM$
C. $F'H' \cong FB$
D. $\angle H' \cong \angle M$
E. $\angle F' \cong \angle F$

17-GR8-LV2-8.G.1
18. Triangle ABC was rotated to form Triangle $A'B'C'$. Triangle $A'B'C'$ was reflected across the x-axis to form Triangle $A''B''C''$.

Select all the statements that correctly describe the relationship between Triangle ABC, Triangle $A'B'C'$, and Triangle $A''B''C''$.

A. Triangle $A'B'C'$ is congruent to Triangle $A''B''C''$.
B. Triangle $ABC$ is congruent to Triangle $A''B''C''$.
C. Triangle $ABC$ has greater side lengths than Triangle $A''B''C''$.
D. Triangle $A'B'C'$ has greater angle measures than Triangle $A''B''C''$.
E. Triangle $ABC$ has greater angle measures than Triangle $A''B''C''$.

18-GR8-LV2-8.G.2
19. $\Delta GLQ$ is shown on the coordinate plane below.

Directions: Determine whether each statement is true or false after $\Delta GLQ$ is reflected across the $y$-axis.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The image of Point $G$ is at (1,1)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The image of Point $L$ is at (2,2)</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The image of Point $Q$ is at (-4,-1)</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
20. On the coordinate plane shown below, Figure 1 is transformed into Figure 2, which is transformed into Figure 3. Figure 1 and Figure 3 are similar by a sequence of transformations.

Which statement best explains why Figure 3 is similar but not congruent to Figure 1?

A. The image of a polygon that has been translated will have different angle measures but the same side lengths as its pre-image.

B. The image of a polygon that has been translated will have congruent angle measures but different side lengths as its pre-image.

C. The image of a polygon that has been dilated will have different angle measures but the same side lengths as its pre-image.

D. The image of a polygon that has been dilated will have congruent angle measures but different side lengths as its pre-image.

20-GR8-LV1-8.G.4

Which statement about $\triangle CDE$ and $\triangle DEF$ is true?

A. They are neither similar nor congruent because they have different positions.

B. They are neither similar nor congruent because they have different angle measures.

C. They are similar because they have the same side lengths and different angle measures.

D. They are congruent because they have the same angle measures and the same side lengths.
22. Determine if the three side lengths form a right triangle.

<table>
<thead>
<tr>
<th>Triangle Side Lengths</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 cm, 49.5 cm, 50.5 cm.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>9 in., 12 in., 15 in.</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>17 cm., 12 cm., 9 cm.</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
23. Henry is fishing from a small boat. His fishing hook is 8 meters below water, and a fish is swimming at the same depth as the hook, 15 meters away. How far away is Henry from the fish?

\[ \underline{\text{meters}} \]
24. Line segment PQ is shown on the coordinate plane below.

What is the approximate length of line segment PQ?

A. 4 units  
B. 6 units  
C. 5 units  
D. 3 units
25. A cylindrical tank has a height of 10 feet and a radius of 4 feet. Carla fills the tank with water at a rate of 8 cubic feet per minute. At this rate, how many minutes will it take Carla to completely fill the tank without overflowing it?

Round your answer to the nearest minute.

[ ] minutes
26. The scatter plot shows the relationship between the size of a computer and its cost.

Select *all* statements that correctly describe the scatter plot shown.

A. There are no outliers.
B. The scatter plot shows a linear association.
C. The scatter plot shows a positive association.
D. The scatter plot shows no association.
E. The scatter plot shows a negative association.
27. Mark read 9 books over the summer. He recorded the number of pages he read and the number of hours he spent reading each book. This information and a line of best fit are shown in the scatter plot below.

Based on the scatter plot, which statement about the time Mark spent reading would likely be true?

A. Mark read at a rate of about 50 pages per hour.
B. Mark read at a rate of about 75 pages per hour.
C. It would take Mark about 2 hours to read a 150-page book.
D. It would take Mark about 12 hours to read a 470-page book.
28. Kyle planted a seedling in his garden and recorded its height each week. The equation shown can be used to estimate the height, $h$, in inches, of the seedling by the end of each week, $w$, after it was planted.

$$h = \frac{3}{4} w + \frac{9}{4}$$

**Part A**
What does the slope of the graph of the equation $h = \frac{3}{4} w + \frac{9}{4}$ represent?

A. The height, in inches, of seedling after $w$ weeks.

B. The height, in inches, of the seedling when Kyle first planted it.

C. The increase in the height, in inches, of the seedling each week.

D. The total increase in the height, in inches, of the seedling after $w$ weeks.

**Part B**
The equation $h = \frac{3}{4} w + \frac{9}{4}$ estimates the height of the seedling to be 8.25 inches after how many weeks?

[Blank]
29. Shown in the table are the results from a survey asking visitors at an art museum whether they prefer Impression or Modern Art.

<table>
<thead>
<tr>
<th></th>
<th>Impression</th>
<th>Modern</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>35</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>Adults</td>
<td>55</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>70</td>
<td>160</td>
</tr>
</tbody>
</table>

Based on the data in the table, which sentence is true?

A. Less than 45% of students surveyed prefer Modern Art.
B. More than 70% of adults surveyed prefer Impression Art.
C. More than 55% of adults surveyed prefer Impression Art.
D. Less than 40% of students and adults surveyed prefer Modern Art.
Grade 8 Performance Task:

Directions: Use your understanding of rotations, translations, and reflections to answer items 30-31.

30. Abraham draws a pattern. He starts his pattern by drawing Figure 1 as shown below.

![Abraham's Pattern]

(This problem continues on the next page)

Part A

Abraham would like to make a second copy of his design. Which sequence of transformations would maintain congruence?

A. reflection then translation

B. translation then rotation

C. rotation then reflection

D. dilation then reflection

E. rotation then dilation

F. translation then dilation

30a-GR8-LV2-8.G.2
Part B
Abraham rotates the figure 180° around the point (2, 3), translates the figure 4 units to the right, and labels it Figure 2.

Select all statements that must be true.

A. Each figure has one pair of parallel line segments.
B. The two figures have at least one point in common.
C. The area of Figure 1 is less than the area of Figure 2.
D. The figures lie in different quadrants of the coordinate plane.
E. The acute angles in each figure are congruent to one another.
F. The perimeter of Figure 1 is greater than the perimeter in Figure 2.
31. Directions. Use the graph and information below to answer Part A and Part B.

Triangle $LMS$ is shown in the coordinate plane.

Triangle $LMS$ is rotated $90^\circ$ counterclockwise about the origin to form the image triangle $L'M'S'$ (not shown). Then triangle $L'M'S'$ is reflected across the x-axis to form triangle $L''M''S''$ (not shown).

**Part A**
What are the signs of the coordinates $(x, y)$ of $M''$?

A. Both $x$ and $y$ are positive.

B. $x$ is negative and $y$ is positive.

C. Both $x$ and $y$ are negative.

D. $x$ is positive and $y$ is negative.
Part B
What are the signs of the coordinates \((x, y)\) of \(L''\)?

A. Both \(x\) and \(y\) are positive.
B. \(x\) is negative and \(y\) is positive.
C. Both \(x\) and \(y\) are negative.
D. \(x\) is negative and \(y\) is negative.
## Grade 8 Answer Key

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard</th>
<th>Answer</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.NS.1</td>
<td>C</td>
<td>1 pt</td>
</tr>
<tr>
<td>2</td>
<td>8.NS.2</td>
<td>A, C, D</td>
<td>1 pt</td>
</tr>
<tr>
<td>3</td>
<td>8.EE.2</td>
<td>A1, B2, C1, D2</td>
<td>2 pts</td>
</tr>
<tr>
<td>4</td>
<td>8.EE.3</td>
<td>Part A: B, Part B: 40</td>
<td>2 pts</td>
</tr>
<tr>
<td>5</td>
<td>8.EE.4</td>
<td>B, C</td>
<td>1 pt</td>
</tr>
<tr>
<td>6</td>
<td>8.EE.5</td>
<td>A, D</td>
<td>1 pt</td>
</tr>
<tr>
<td>7</td>
<td>8.EE.6</td>
<td>A, B, C, D</td>
<td>2 pts</td>
</tr>
<tr>
<td>8</td>
<td>8.EE.7b</td>
<td>A3, B2, C1, D1</td>
<td>2 pts</td>
</tr>
<tr>
<td>9</td>
<td>8.EE.7b</td>
<td>A, C, D</td>
<td>1 pt</td>
</tr>
<tr>
<td>10</td>
<td>8.EE.8a</td>
<td>(3, 5)</td>
<td>1 pt</td>
</tr>
<tr>
<td>11</td>
<td>8.EE.8b</td>
<td>Part A: 16 grams, Part B: 41 grams</td>
<td>2 pts</td>
</tr>
<tr>
<td>12</td>
<td>8.F.1</td>
<td>C</td>
<td>1 pt</td>
</tr>
<tr>
<td>13</td>
<td>8.F.2</td>
<td>C, E</td>
<td>1 pt</td>
</tr>
<tr>
<td>14</td>
<td>8.F.3</td>
<td>A2, B1, C2, D1</td>
<td>2 pts</td>
</tr>
<tr>
<td>15</td>
<td>8.F.4</td>
<td>A1, B2, C1, D1</td>
<td>2 pts</td>
</tr>
<tr>
<td>16</td>
<td>8.F.5</td>
<td>B, E</td>
<td>1 pt</td>
</tr>
<tr>
<td>17</td>
<td>8.G.1</td>
<td>A, B, E</td>
<td>1 pt</td>
</tr>
<tr>
<td>18</td>
<td>8.G.2</td>
<td>A, B</td>
<td>1 pt</td>
</tr>
<tr>
<td>19</td>
<td>8.G.3</td>
<td>A2, B2, C1</td>
<td>1 pt</td>
</tr>
<tr>
<td>20</td>
<td>8.G.4</td>
<td>D</td>
<td>1 pt</td>
</tr>
<tr>
<td>21</td>
<td>8.G.5</td>
<td>D</td>
<td>1 pt</td>
</tr>
<tr>
<td>22</td>
<td>8.G.6</td>
<td>A1, B1, C2</td>
<td>1 pt</td>
</tr>
<tr>
<td>23</td>
<td>8.G.7</td>
<td>17 meters</td>
<td>1 pt</td>
</tr>
<tr>
<td>24</td>
<td>8.G.8</td>
<td>B</td>
<td>1 pt</td>
</tr>
<tr>
<td>25</td>
<td>8.G.9</td>
<td>63</td>
<td>1 pt</td>
</tr>
<tr>
<td>26</td>
<td>8.SP.1</td>
<td>A, B, E</td>
<td>1 pt</td>
</tr>
<tr>
<td>27</td>
<td>8.SP.2</td>
<td>D</td>
<td>1 pt</td>
</tr>
<tr>
<td>28</td>
<td>8.SP.3</td>
<td>Part A: C, Part B: 8</td>
<td>2 pts</td>
</tr>
<tr>
<td>29</td>
<td>8.SP.4</td>
<td>C</td>
<td>1 pt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: A, E</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>8.G.3</td>
<td>Part A: D, Part B: C</td>
<td>2 pts</td>
</tr>
<tr>
<td></td>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>41 pts</strong></td>
</tr>
</tbody>
</table>
Scoring Rules

Step #1: Use the answer key to view the maximum point value for each item.

Step #2: Add the total number of points the student has earned, and divide by the total number of points possible.

Step #3: Determine if the student has earned at least 80% of the total points.