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Guide Content

The California Alternate Assessment Mathematics Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tiers levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate Mathematics Assessment.
### Grade Six Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<th>Connector</th>
<th>Tier</th>
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<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Ratios and Proportional Relationships</td>
<td>6.NO.1f1 Find a percent of a quantity as rate per 100.</td>
<td>1</td>
</tr>
</tbody>
</table>

This picture shows 100 small squares.

One of the small squares is shaded. This is 1%.

Here is another picture with small squares shaded.

What percent of the squares are shaded in this picture?

- A 20%
- B 25%
- C 30%

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
### Item 2

<table>
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<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>Expressions and Equations</td>
<td>6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Key:
40, $17.00

#### Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.

---

**Look at this picture.**

![](image)

### Four quarters equal $1.00.

#### Part A

**A roll of quarters equals $10.00.**

![](image)

There are \( \_ \_ \_ \) quarters in 1 roll of quarters.

#### Part B

**How many dollars are equal to 68 quarters?**

68 quarters = \( \_ \_ \_ \)
3 | 6 | Ratios and Proportional Relationships | 6.NO.1f1 Find a percent of a quantity as rate per 100. | 3

There are 100 flowers.

30 orange  
25 yellow

20 blue  
25 pink

What percent of the flowers are blue?

A 20%  
B 25%  
C 30%

Key: A
Rubric: (1 point) The student selects the correct response.
### Part A

A student has 126 stamps. He will buy 76 more stamps. How many stamps will he have after buying more?

\[ 126 + 76 = \] 

- ☐ 50
- ☐ 192
- ☐ 202

### Part B

A student has 348 trading cards. She will give 19 cards to a friend. How many cards will she have after giving some away?

\[ 348 - 19 = \]

- ☐ 327
- ☐ 329
- ☐ 331

**Key:** C, B

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The area of a rectangle is the length times the width.

Length = 6 units
Width = 4 units

What is the area of the rectangle shown?

- 6 square units
- 10 square units
- 24 square units

Key: C
Rubric: (1 point) The student selects the correct response.
Look at this number line.

Which point shows where 2 is on the number line?

A  point A
B  point B
C  point C

Key: B
Rubric: (1 point) The student selects the correct response.
<table>
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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>Ratios and Proportional</td>
<td>6.NO.1f1 Find a percent of a quantity as rate</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relationships</td>
<td>per 100.</td>
<td></td>
</tr>
</tbody>
</table>

A teacher has a box of 100 pencils.

Of these, 15 are red, and the rest are yellow.

Out of 100 pencils, how many are yellow?

- A 15
- B 85

Key: B
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>6</td>
<td>The Number System</td>
<td>6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part A**

\[
\frac{3}{8} + \frac{4}{8} = \]

A) \(\frac{7}{16}\)  
B) \(\frac{12}{16}\)  
C) \(\frac{7}{8}\)

**Part B**

\[
\frac{9}{16} - \frac{5}{16} = \]

A) \(\frac{4}{16}\)  
B) \(\frac{14}{16}\)  
C) \(\frac{4}{1}\)

**Key:** C, A

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Which picture shows 1 plate to 2 bananas (1 : 2)?

Key: See exemplar.

Exemplar:

Rubric: (1 point) The student selects the correct response.
### Item 10

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>10</td>
<td>6</td>
<td>Expressions and Equations</td>
<td>6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).</td>
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**Part A**

A student makes bracelets. There are 8 beads in each bracelet.

![Image of bracelets]

**How many beads are in 6 bracelets?**

- **A** 14
- **B** 24
- **C** 48

**Part B**

The student sold 12 bracelets for $3 each.

The student earned a total of $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from selling 12 bracelets.

**Key:** C, $36

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Grade Six Practice Test Items

### Item 11

**Grade:** 6  
**Category:** The Number System  
**Connector:** 6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation.  
**Tier:** 2

---

**Which of these could be shown with a negative number? Choose two.**

- winning $5 in a raffle
- throwing away 4 plastic spoons
- diving 12 feet below sea level
- adding 20 beads to make a bracelet

---

**Key:** See exemplar.  
**Exemplar:**

- winning $5 in a raffle
- throwing away 4 plastic spoons
- diving 12 feet below sea level
- adding 20 beads to make a bracelet

**Rubric:**

(2 points) The student selects the two correct responses.  
(1 point) The student selects one of the correct responses, but not both.
Item | Grade | Category | Connector | Tier
--- | --- | --- | --- | ---
12 | 6 | Ratios and Proportional Relationships | 6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation. | 3

Here are circles and squares.

○○○○ = □□□□□

Which ratio shows the relationship between the circles and the squares?

A 3:5
B 3:4
C 4:5

Key: A
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
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<td>13</td>
<td>6</td>
<td>Expressions and Equations</td>
<td>6.ME.2a2 Solve one-step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).</td>
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</table>

**Look at this ruler.**

**Part A**

How many inches are in 1 foot?

- A 6
- B 12

**Part B**

There are □ quarts in 1 gallon.

**Key:** B, 4

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
A student needs $2\frac{1}{2}$ cups of flour and $3\frac{3}{4}$ cup of sugar to make 1 batch of cookies.

How many cups of flour and cups of sugar will the student need to make 3 batches of these cookies?

Choose the correct numbers and drag them to the boxes.

- cups of flour
- cups of sugar

Key: See exemplar.

Exemplar:

- $7\frac{1}{2}$ cups of flour
- $2\frac{1}{4}$ cups of sugar

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Which of these would need a negative number? Choose two.

- buying 5 presents
- a 10 degree drop in temperature
- walking 50 yards
- losing 2 points in a game

**Key:** See exemplar.

**Exemplar:**

- buying 5 presents
- a 10 degree drop in temperature
- walking 50 yards
- losing 2 points in a game

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
A student has the following items in his closet.

2 jump ropes
3 tennis balls
1 tennis racket

Part A

What is the ratio of jump ropes to tennis rackets?

- A 1 : 2
- B 2 : 1
- C 2 : 3

Part B

What is the ratio of tennis balls to jump ropes?

- A 1 : 3
- B 2 : 3
- C 3 : 2

Key: B, C
Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
A student needs 9 posters. He made 2 posters.

\[2 + ? = 9\]

The student needs to make \(\Box\) more posters.

Key: 7

Rubric: (1 point) The student selects the correct response.
Look at this set of numbers.

\{2, 4, 4, 7, 8\}

What is the average of the numbers in the set?

\[ \text{A} \quad 4 \]
\[ \text{B} \quad 5 \]
\[ \text{C} \quad 6 \]

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
Grade Six Practice Test Items

**Grade Six Practice Test Items**

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<tr>
<td>19</td>
<td>6</td>
<td>The Number System</td>
<td>6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation.</td>
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</table>

**Which of these could be shown with negative numbers? Choose two.**

- putting $200 into a bank account
- losing a quarter in a vending machine
- taking $100 from a bank account
- finding 1 penny on the sidewalk

**Key:** See exemplar.

**Exemplar:**

- putting $200 into a bank account
- losing a quarter in a vending machine
- taking $100 from a bank account
- finding 1 penny on the sidewalk

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Look at this star.

Which picture shows $1 + \frac{1}{2}$ stars?

A

Here is $\frac{1}{2}$ of a star.

Which picture shows $1 - \frac{1}{2}$ star?

A

Key: B, A

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.