California Alternate Assessments Practice Test Scoring Guide

Mathematics

Grade 8

January 2019
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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. Tier 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 Eight Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>The Number System</td>
<td>8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which number line shows 2.5?**

![Number Line 1](image1)

![Number Line 2](image2)

**Key:** See exemplar.

**Exemplar:**

![Exemplar Number Line 1](image3)

![Exemplar Number Line 2](image4)

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>Expressions and Equations</td>
<td>8.PRF.1e2 Represent proportional relationships on a line graph.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Look at this table.**

**T-shirt Sale**

<table>
<thead>
<tr>
<th>Number of T-shirts</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

**Which points would appear on a graph of this relationship? Choose two.**

- (1, 2)
- (2, 20)
- (3, 30)
- (30, 20)

**Key:** See exemplar.

**Exemplar:**

- (1, 2)
- (2, 20)
- (3, 30)
- (30, 20)

**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
--- | --- | --- | --- | ---
3 | 8 | Geometry | 8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders). | 2

**Look at this box.**

![Image of a box with dimensions 12 in. x 6 in. x 4 in.]

**What is the volume of the box?**

- **A** 22 cubic inches
- **B** 48 cubic inches
- **C** 288 cubic inches

**Volume** = \( L \times W \times H \)

**Volume** = \( 12 \times 6 \times 4 \)

**Key:** C

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>The Number System</td>
<td>8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Which point is closest to 3.3 on the number line?**

![Number Line with Points X, Y, Z]

- A Point X
- B Point Y
- C Point Z

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
<td>Statistics and Probability</td>
<td>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Key:** up, taller

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
### What number makes this number sentence true?

\[ 6 \times \underline{\quad} = 54 \]

**Key:** 9 OR 09  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>Functions</td>
<td>8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.</td>
<td>2</td>
</tr>
</tbody>
</table>

### Part A

The line crosses the y-axis at $\text{ }$.

$(2, 0)$  $(0, 2)$  $(0, 0)$

### Part B

The rate of change of a line is $\frac{\text{rise}}{\text{run}}$.

The rate of change of this line is $\frac{0}{2}$  $\frac{2}{3}$  $\frac{3}{2}$

**Key:** $(0, 2), \frac{2}{3}$

**Rubric:**

- (2 points) The student selects the two correct responses.
- (1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>Functions</td>
<td>8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of the situation.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part A**

On which day were there more visitors?

- Day 1
- Day 2

**Part B**

There were □ visitors on Day 1.

**Key:** B, 40

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>8</td>
<td>Geometry</td>
<td>8.ME.1e1</td>
<td>1</td>
</tr>
</tbody>
</table>

8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings).

**Look at these boxes.**

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
</table>

The sides of Box A are ___ than the sides of Box B.

Box A has ___ space inside of it than Box B.

**Key:** longer, more

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8</td>
<td>Functions</td>
<td>8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.</td>
<td>3</td>
</tr>
</tbody>
</table>

Look at this graph.

**What is the rate of change of the line?**

- A. $-\frac{3}{4}$
- B. $-\frac{2}{3}$
- C. $-\frac{3}{2}$

**Key:** C

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

<table>
<thead>
<tr>
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<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>8</td>
<td>Geometry</td>
<td>8.GM.1g1 Recognize congruent and similar figures.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Look at these beach balls.**

![Beach balls](image)

**These beach balls are** [ ] .

**Key:** the same shape only

**Rubric:** (1 point) The student selects the correct response.
Look at this box.

7 feet
8 feet
10 feet

Volume = \( L \times W \times H \)

**Part A**

If the width of the box changes from 10 feet to 5 feet, what will happen to the volume?

- A It will decrease.
- B It will increase.
- C It will stay the same.

**Part B**

If the height of the box changes from 7 feet to 8 feet, what will happen to the volume?

- A It will decrease.
- B It will increase.
- C It will stay the same.

**Key:** A, B

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
### Item 13

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>8</td>
<td>The Number System</td>
<td>8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Which number line shows a point closest to 3.6?

- **A**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
</tbody>
</table>

- **B**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
</tbody>
</table>

- **C**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>8</td>
<td>Geometry</td>
<td>8.GM.1g1 Recognize congruent and similar figures.</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose the set that has shapes that are the same size and the same shape.

![Diagram of shapes]

**Key:** See exemplar.

**Exemplar:**

![Exemplar diagram]

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

<table>
<thead>
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<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>8</td>
<td>Statistics and Probability</td>
<td>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.</td>
<td>3</td>
</tr>
</tbody>
</table>

Look at this scatterplot.

![Scatterplot](scatterplot.png)

Based on the scatterplot, which sentences are true? Choose **two**.

- [ ] All of the students studied.
- [ ] None of the students scored less than 60%.
- [ ] The students who studied more usually had higher scores.
- [ ] All of the students who studied for 1 hour or more scored 80% or higher.

**Key:** See exemplar.

**Exemplar:**

- [ ] All of the students studied.
- [x] None of the students scored less than 60%.
- [x] The students who studied more usually had higher scores.
- [ ] All of the students who studied for 1 hour or more scored 80% or higher.

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
**Item 16**

**Grade:** 8  
**Category:** Expressions and Equations  
**Connector:** 8.PRF.1e2 Represent proportional relationships on a line graph.  
**Tier:** 2

---

**This graph shows the total number of miles a teacher has walked.**

**Which sentences are true? Choose two.**

- The number of days and the total miles both increase.
- The teacher walks 1 mile every 3 days.
- The line passes through (0, 0).
- The line passes through (6, 2).

**Key:** See exemplar.

**Exemplar:**

- The number of days and the total miles both increase.
- The teacher walks 1 mile every 3 days.
- The line passes through (0, 0).
- The line passes through (6, 2).

**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 scatterplot.

The cost of the bracelets, in dollars, is the number of bracelets.

Key: equal to
Rubric: (1 point) The student selects the correct response.
### Item 18

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>8</td>
<td>Expressions and Equations</td>
<td>8.PRF.1g3 Solve linear equations with 1 variable</td>
<td>2</td>
</tr>
</tbody>
</table>

**Which number makes this number sentence true?**

5 + [ ] = 8

Key: 3  
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>8</td>
<td>Statistics and Probability</td>
<td>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Look at this scatterplot.**

![Scatterplot](image)

**Based on the scatterplot, which sentences are true? Choose two.**

- [ ] When the temperature rises, the sales always rise.
- [ ] The sales are $400 when the temperature is between 50 and 60 degrees.
- [ ] The sales are lowest when the temperature is between 30 and 40 degrees.
- [ ] The sales are highest when the temperature is between 60 and 70 degrees.

**Key:** See exemplar.

**Exemplar:**

- [ ] When the temperature rises, the sales always rise.
- [ ] The sales are $400 when the temperature is between 50 and 60 degrees.
- [X] The sales are lowest when the temperature is between 30 and 40 degrees.
- [X] The sales are highest when the temperature is between 60 and 70 degrees.

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>8</td>
<td>Statistics and Probability</td>
<td>8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variable.</td>
<td>3</td>
</tr>
</tbody>
</table>

### Look at this table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>150</td>
</tr>
</tbody>
</table>

### Here is a scatterplot that matches the table.

**Where should the point for Year 2 go?**

#### Key:
See below.

#### Exemplar:

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