

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Mathematics Item Sampler Grade 6



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OVERVIEW

This document contains samples of test items similar to those on the Wisconsin Forward Mathematics Exam. Each sample test item has been through a rigorous review process by DRC, Wisconsin Educators, and a third party, to ensure alignment with the Wisconsin Academic Standards. These items will not be used on the state assessment and may, therefore, be used in Wisconsin for professional development and student practice. The items in this document illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A Summary Data table in the Appendix section identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.

CONNECTION TO THE STANDARDS

Wisconsin Academic Standards for Mathematics are available on the [DPI webpage](#). Test items require students to prove their knowledge and abilities as stated in the standards.

HOW DO I USE THIS BOOK?

Professional Development

Sample items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the Wisconsin Academic Standards. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use sample items in classroom activities that help students understand how to

- review key vocabulary;
- solve problems;
- determine which answer choices are correct, which are incorrect, and why;
- approach long and/or multistep tasks;
- use good test-taking strategies.

Student Practice

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of items they will be required to answer. The Forward Exam is an online assessment; students will benefit from the use of the [Online Tools Training](#) in order to work within the system interface to answer items as they will appear on the assessment, as well as utilize the tools available to them in the online system.

Note: A student's score on the practice test cannot be converted to a scale score, used to predict performance on the Forward Exam, or used to make inferences about the student's learning.

Test Preparation

While using the Item Sampler for test preparation, care should be taken that this is done in a balanced manner and one that helps to enhance student knowledge of subject matter as well as test performance. Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

DEPTH OF KNOWLEDGE

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – M-Sci

	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Revised Bloom's Taxonomy				
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 	<ul style="list-style-type: none"> Specify and explain relationships (e.g., non-examples/examples; cause-effect) Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use models /diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve <u>non-routine</u> problems Explain, generalize, or connect ideas using <u>supporting evidence</u> Make <u>and justify</u> conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number line Solve a one-step problem Represent math relationships in words, pictures or symbols Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> Select a procedure according to criteria and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problems <u>Use & show reasoning, planning, and evidence</u> Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and <u>draw conclusions from data, citing evidence</u> Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence Analyze complex/abstract themes Gather, analyze, and evaluate information
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> <u>Cite evidence and develop a logical argument for concepts or solutions</u> Describe, compare, and contrast solution methods <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce 			
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce				

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ITEM TYPES

The Wisconsin Forward Exam has multiple types of test items. However, because this item sampler is in a format that can be printed, the majority of its items are multiple-choice. In the Forward Exam, there will be a more diverse array of item types, including the ones described below.

Selected-Response (SR) Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content, and can be used to assess a variety of skills. Three types of SR items are used on the online assessments: Multiple-Choice (MC), Enhanced Selected-Response (ESR), and Evidence-Based Selected-Response (EBSR). In all cases, SR items require that a student determines the correct answer(s) to the item posed from a provided list. While it is still possible for a student to perform some work directly related to determining the correct answer, the student is not required to generate the content of the answer when responding to a Selected-Response item. An exception to this requirement is Mathematics Short-Response/Gridded-Response items where students will be required to enter a short alphanumeric response.

Multiple-Choice (MC) Items

Multiple-Choice (MC) items on Wisconsin’s assessments have four answer choices, including three distractors and one correct answer. Distractors for Mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. Distractors for English Language Arts (ELA) are written to represent a common misinterpretation, predisposition, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one raw point. The process skills, directives, and action statements within an MC item also specifically align with the Wisconsin Academic Standards. Multiple-Choice items are present in all grades and are used with all content areas.

Multiple-Choice items can be further defined by being linked to, or independent from, a stimulus source. Items that operate independent of a stimulus are also known as “stand-alone MC.” Stand-alone items may still have tables, graphs, or other information used in support of the stem. English Language Arts uses a mixture of MC items linked to a stimulus passage and some that are stand-alone. For Mathematics, all MC items are considered stand-alone.

Enhanced Selected-Response (ESR) Items

The Enhanced Selected-Response (ESR) items are multi-part autoscored items that may consist of varying combinations of Multiple-Choice, Multiple-Response, Gridded-Response, Completion or Short-Answer, and Technology-Enhanced items that explore in greater depth and cognitive complexity the knowledge, skills, and abilities specified by the standards of each content area. Typically, this item type has a common focus and explores authentic problem-solving skills. An example of a Statistics and Probability Mathematics ESR item would utilize a data-table stimulus with Part A using a Technology-Enhanced (TE) graphing tool to create a bar graph of the data presented and Part B asking students to calculate the mean of the data using a Short-Response item.

Two-Part Evidence-Based Selected-Response (EBSR) Items

The Evidence-Based Selected-Response (EBSR) items have two parts and are designed to elicit a response based on what a student has read from a stimulus passage. EBSR items may be linked to a stimulus passage or to a stimulus passage set. There are several variations of two-part EBSR items, but all two-part EBSR items have an Accuracy piece and an Evidence piece.

The Accuracy piece of the item is Part A. Part A of a typical EBSR item will be similar to a standard MC test item. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of a typical EBSR item will elicit evidence from the stimulus passage and will require that the student selects one or more correct answers based on the response the student provided to Part A. Part B is also different from Part A in that it may have five or six answer options rather than just four answer options typical of an MC item and more than one option may be correct.

Technology-Enhanced (TE) Items

Technology-Enhanced (TE) item types share the same functional structure as traditional paper and pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. TE items are used in the content areas of ELA, Mathematics, and Science.

Item types such as drag-and-drop, hot spot, and in-line selection of multiple answers from drop-down menus broaden item presentation with engaging, interactive open-ended items.

A wide variety of TE item types will be present on the Wisconsin Forward Exam, including, but not limited to:

- **Clock Input**, where a student is able to add an hour hand and a minute hand to the clock;
- **Angle Draw Input**, where given a base line, the student can represent an angle;
- **Short Input**, where there are many types of short inputs that can be used (The number of characters is usually limited to a relatively small number in order to facilitate auto-scoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. An equation editor can be utilized to assist the student in creating something as basic as a fraction or something more complex. The available symbols and templates in the equation builder can be customized for a testing program. Certain Short Input items can also be used in a paper-based test (PBT) as a Gridded-Response item.);
- **Bar Graph Input**, where students can produce bar graphs with prepopulated titles, labels, and scales, or the system can allow the student to populate them (The number of bars and the color of the bars is predetermined by the system. A reset feature is available that allows the student to start over from the original configuration.);
- **Number Line Input**, where students can create a graph that might involve plotting points only or points and lines (Both solid and open “dots” are available as well as line segments and rays. Number line graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Coordinate Graph Input**, which allows for the graphing and labeling of points and lines (Regions, determined by plotted lines, can be shaded. Solid and open “dots” as well as solid and dashed lines are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Line Plot Input**, which is used as another way to graphically represent data (The basic structure is provided for the student. Certain labeling on the line plot can be done by the student. A reset feature is available that allows the student to start over from the original configuration.);
- **List Input**, a combination of the short input described earlier that allows the student to add input boxes (For example, it can be used for describing the steps in a process without revealing to the student the number of steps needed. The added input boxes can be rearranged and/or deleted.);
- **Drag-and-Drop Input**, a wide variety of ways are available to utilize a drag-and-drop input (The main difference between it and a drag-and-paste is that each draggable entity can be used only once with a drag-and-drop input. A reset feature is available that allows the student to start over from the original configuration.);

- **Drag-and-Paste Input**, a wide variety of ways are available to utilize drag-and-paste input (The main difference between it and a drag-and-drop is that each draggable entity can be used more than once with a drag-and-paste input. A reset feature is available that allows the student to start over from the original configuration.);
- **Drop-Down List Input**, allows for the creation of a situation where a great deal of information about a student’s grasp of a concept can be determined with a single item (Students can be asked to choose from three function types, four number of real zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions, a considerable amount of information can be gained, making this almost an open-ended item type.);
- **Pictograph using Drag-and-Paste**, actually another example of drag-and-paste, but is worth mentioning on its own as it is a type of graphing often used at lower grade levels;
- **Circle Graph**, a graph that allows the student to create and label the “wedges” that represent the data (Circle graphs can have a prepopulated title or can allow the student to populate it. The color of the “wedges” is predetermined by the system.);
- **Matching**, allows for the use of text or graphics as the matching objects (The student clicks on one object and then clicks on a second object to connect them.);
- **Highlighting Text**, allows for designated text to be highlighted in a word, phrase, sentence, or paragraph; and the
- **Graphic Modification Hot Spot**, allows for one image to replace another image when a hot spot is clicked.

Text-Dependent Analysis (TDA) Items

The English Language Arts (ELA) section of the Forward Exam presents students with a Text-Dependent Analysis (TDA) item. A TDA is a text-based analysis based on a single passage or a multiple passage set that each student has read during the assessment. The passage or passage set will consist of either literary or informational text. In order to successfully answer a TDA, students must analyze and use information from the passage(s) to plan a comprehensive, holistic response. Students will then write their response including supporting evidence from the passage(s). Students will have up to 5,000 characters to formulate their response. Students’ responses are scored using a rubric that takes into account both the composition and the conventions of the student’s writing.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of two ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, or
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

TDA Item Samplers are available at <https://dpi.wi.gov/assessment/forward/sample-items>.



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Answer the items below. A calculator **may not** be used to assist with calculations necessary to answer items in Session 1.

1. Pedro purchased a rectangular piece of land that is $\frac{5}{6}$ mile long and has an area of $\frac{5}{8}$ square mile. How wide, in miles, is Pedro's piece of land?

- A. $\frac{5}{24}$
- B. $\frac{3}{4}$
- C. $\frac{25}{48}$
- D. $1\frac{11}{24}$

2. Andre used the equation shown to find the volume, V , of a cube with edge lengths of $\frac{3}{4}$ foot.

$$\left(\frac{3}{4}\right)^3 = V$$

What is the volume, in cubic feet, of the cube?

- A. $\frac{27}{64}$
- B. $\frac{9}{16}$
- C. $\frac{9}{12}$
- D. $\frac{9}{4}$

Go on to the next page.



3. It took Isabel 9 hours to complete 2 paintings. At this same rate, how much time, in hours, will it take Isabel to complete 3 paintings?

4. Emily has 24 days to read a 792-page book. To figure out how many pages, p , she should read each day, she uses the equation shown.

$$792 \div 24 = p$$

How many pages should Emily read each day to finish the book in 24 days?

- A. 21
- B. 30
- C. 33
- D. 38

Go on to the next page.



5. Steve runs a window washing business. The table shows the amounts of time, in minutes, it takes Steve to wash different numbers of windows. He washes every window in the same amount of time.

Steve's Window Washing

Windows Washed	1	2	4	6	8
Time (minutes)	?	5	10	15	20

How many minutes does it take Steve to wash 1 window?

- A. 0
- B. 1
- C. 1.5
- D. 2.5





Answer the items below. A calculator **may** be used to assist with calculations necessary to answer items in Session 2.

1. Terrance earned a total of \$870 by mowing lawns over the summer. He charged \$15 for each lawn he mowed. Which equation can be used to find the total number of lawns, L , that Terrance mowed over the summer?
- A. $\frac{L}{870} = 15$
- B. $15L = 870$
- C. $\frac{15}{L} = 870$
- D. $870L = 15$

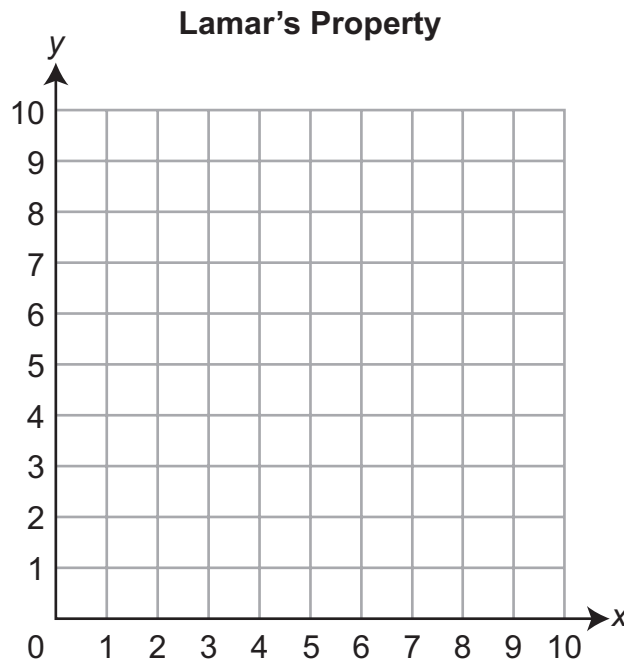
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2. On a map, the shape of Lamar’s property is a quadrilateral. The locations of the corners of his property can be plotted as points on a coordinate grid using the following ordered pairs.

$(1, 1), (2, 8), (8, 9), (9, 0)$

Plot all the ordered pairs and connect them with line segments to create the shape of Lamar’s property.



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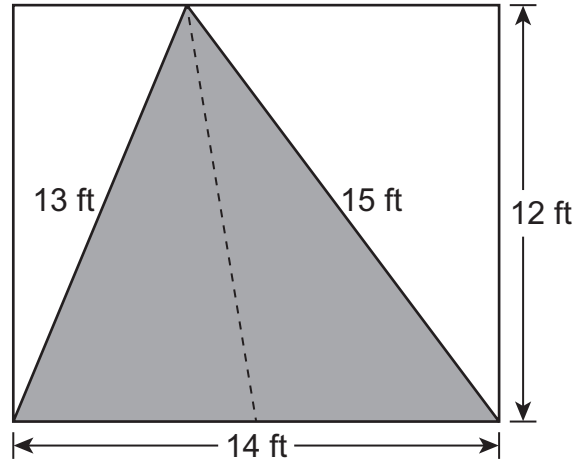
3. What is the value of $-(-9)$?

4. Which question is a statistical question?
- A. How tall is Lisa?
 - B. How much did John pay for his new bike?
 - C. How many customers visit the school store each day?
 - D. How many players are on the school basketball team?

Go on to the next page.



5. Ben rides his bike at an average speed of 15 miles per hour. Which equation could Ben use to find the distance, d , in miles, he has traveled after biking for t hours?
- A. $d = 15t$
- B. $t = 15d$
- C. $d = 15 + t$
- D. $t = 15 + d$
6. On a rectangular wall, Terry paints a picture of a road. A picture of Terry's painting is shown. All measurements are in feet (ft).



What is the area, in square feet, of the road in Terry's painting?

- A. 42
- B. 84
- C. 105
- D. 168

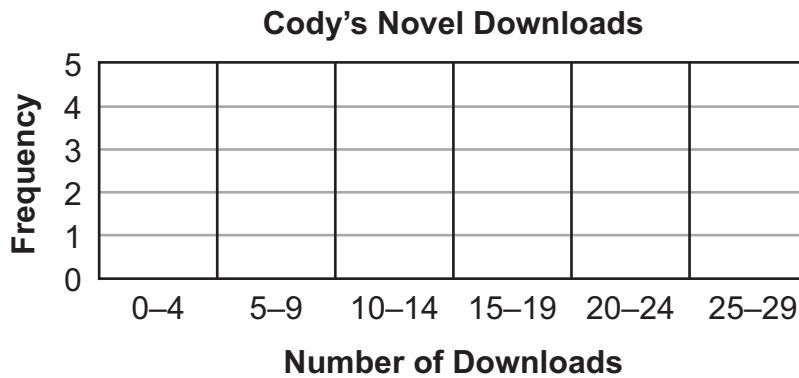
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7. Which statement is correct?
- A. $-5 < 0$ because -5 is to the left of 0 on a number line
 - B. $-5 < 0$ because -5 is to the right of 0 on a number line
 - C. $-5 > 0$ because -5 is to the left of 0 on a number line
 - D. $-5 > 0$ because -5 is to the right of 0 on a number line
8. Cody publishes a novel online. Each day for 14 days, he records how many copies of his novel were downloaded. His data are shown.

0, 0, 2, 3, 5, 6, 8, 12, 15, 19, 20, 22, 22, 29

Make a histogram to represent Cody's data.



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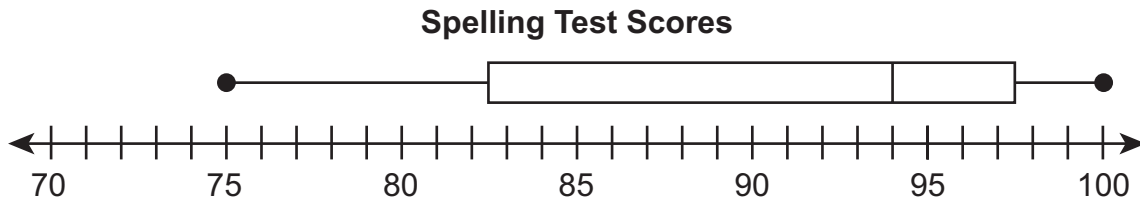


9. Amy earns \$12.50 per hour at her work. She uses the equation shown to calculate the number of hours, h , she worked last week.

$$12.5h = 312.5$$

How many hours did Amy work last week?

10. The box plot shows the scores of a spelling test taken by the students in Ms. Miller’s 6th-grade class.



What is the interquartile range of the spelling test scores?

- A. $3\frac{1}{2}$
- B. $11\frac{1}{2}$
- C. 15
- D. 25

STOP.





SUMMARY DATA

Grade 6

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1 (Non-Calculator)				
1	6.NS.1	B	2	<p>The question asks the student to determine the width of a rectangle.</p> <p>A. Incorrect. The student subtracts $\frac{5}{8}$ from $\frac{5}{6}$.</p> <p>B. Correct. The student divides $\frac{5}{8}$ by $\frac{5}{6}$.</p> <p>C. Incorrect. The student multiplies $\frac{5}{6}$ and $\frac{5}{8}$.</p> <p>D. Incorrect. The student adds $\frac{5}{6}$ and $\frac{5}{8}$.</p>
2	6.EE.2c	A	1	<p>The question asks the student to determine the volume of a cube.</p> <p>A. Correct. The student calculates $\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$.</p> <p>B. Incorrect. The student calculates $\frac{3}{4} \times \frac{3}{4}$.</p> <p>C. Incorrect. The student multiplies the numerator, 3, and denominator, 4, by 3.</p> <p>D. Incorrect. The student multiplies $\frac{3}{4}$ by 3.</p>

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
3	6.RP.3b	Exemplar: 13.5	2	The question asks the student to determine a unit rate. To receive full credit, the student must enter 13.5 or an equivalent value.
4	6.NS.2	C	1	The question asks the student to solve an equation. A. Incorrect. The student incorrectly starts with a 2 to answer how many times 24 goes into 79. After subtracting 48 from 79 to get 31, the student does NOT bring down the 2 and determines that 24 goes into 31 one time. B. Incorrect. The student correctly starts with a 3 to answer how many times 24 goes into 79. After subtracting 72 from 79 to get 7, the student does NOT bring down the 2 and determines that 24 goes into 7 zero times. C. Correct. The student uses the standard algorithm to calculate the quotient. D. Incorrect. The student incorrectly begins the standard algorithm by dividing 92 by 24 to get 3. After subtracting 72 from 92 to get 20, the student brings down the 0 and determines that 24 goes into 200 eight times.
5	6.RP.3a	D	2	The question asks the student to determine a unit rate. A. Incorrect. The student uses the pattern of the y -values in the table. B. Incorrect. The student interprets the situation to have to start at 1 minute. C. Incorrect. The student incorrectly divides 5 by 2. D. Correct. The student correctly divides 5 by 2.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 2 (Calculator)				
1	6.EE.7	B	2	<p>The question asks the student to determine an equation for a given situation.</p> <p>A. Incorrect. The student reverses the numbers and uses division instead of multiplication.</p> <p>B. Correct. The student multiplies \$15 by the total number of lawns, L.</p> <p>C. Incorrect. The student uses division instead of multiplication.</p> <p>D. Incorrect. The student reverses the numbers.</p>
2	6.G.3	See Annotations	1	<p>The question asks the student to plot ordered pairs on a coordinate grid.</p> <p>To receive full credit, the student must plot the points correctly at (1, 1), (2, 8), (8, 9), and (9, 0) and connect the points with line segments.</p>
3	6.NS.6a	Exemplar: 9	1	<p>The question asks the student to evaluate an expression.</p> <p>To receive full credit, the student must enter 9 or an equivalent value (except for $-(-9)$).</p>

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
4	6.SP.1	C	1	<p>The question asks the student to identify a statistical question.</p> <p>A. Incorrect. The student concludes a statistical question must be a form of measurement.</p> <p>B. Incorrect. The student concludes a statistical question must be a money value.</p> <p>C. Correct. The student concludes a statistical question must result in various answers.</p> <p>D. Incorrect. The student concludes a statistical question must be sports related.</p>
5	6.EE.9	A	1	<p>The question asks the student to represent a situation with an equation.</p> <p>A. Correct. The student multiplies the rate of change, 15 miles per hour, by the number of hours, t.</p> <p>B. Incorrect. The student multiplies the rate of change, 15 miles per hour, by the distance traveled, d.</p> <p>C. Incorrect. The student adds the rate of change, 15 miles per hour, to the number of hours, t.</p> <p>D. Incorrect. The student adds the rate of change, 15 miles per hour, to the distance traveled, d.</p>

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
6	6.G.1	B	2	<p>The question asks the student to determine the area of a triangle.</p> <p>A. Incorrect. The student calculates the perimeter of the triangle.</p> <p>B. Correct. The student uses the area formula of a triangle, $A = \frac{1}{2}bh$.</p> <p>C. Incorrect. The student uses 15 as the height of the triangle.</p> <p>D. Incorrect. The student calculates the area of the rectangle.</p>
7	6.NS.7a	A	1	<p>The question asks the student to compare two numbers using a number line.</p> <p>A. Correct. The student determines -5 is less than 0 because it is farther to the left on a number line.</p> <p>B. Incorrect. The student places -5 farther to the right than 0 on a number line.</p> <p>C. Incorrect. The student interprets a greater-than sign as a less-than sign.</p> <p>D. Incorrect. The student interprets a greater-than sign as a less-than sign, and places -5 farther to the right than 0 on a number line.</p>
8	6.SP.4	See Annotations	1	<p>The question asks the student to create a histogram to represent data.</p> <p>To receive full credit, the student must choose a frequency of 4 for 0–4 downloads, 3 for 5–9 downloads, 1 for 10–14 downloads, 2 for 15–19 downloads, 3 for 20–24 downloads, and 1 for 25–29 downloads.</p>

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
9	6.EE.7	Exemplar: 25	1	The question asks the student to solve an equation. To receive full credit, the student must enter 25 or an equivalent value.
10	6.SP.5c	C	2	The question asks the student to determine the interquartile range of data in a box plot. A. Incorrect. The student subtracts 94 from $97\frac{1}{2}$. B. Incorrect. The student subtracts $82\frac{1}{2}$ from 94. C. Correct. The student subtracts $82\frac{1}{2}$ from $97\frac{1}{2}$. D. Incorrect. The student uses the range as the interquartile range.

Mathematics Item Sampler Grade 6

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