WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Mathematics Item Sampler Grade 8

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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*

Revised Bloom's Taxonomy	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
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)			
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	○ 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	○ 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	○ Use concepts to solve non-routine problems ○ Explain, generalize, or connect ideas using supporting evidence ○ Make and justify conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts	○ 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
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	○ 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	○ 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	○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ Use & show reasoning, planning, and evidence ○ Translate between problem & symbolic notation when not a direct translation	○ 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
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	○ 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	○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern	○ Compare information within or across data sets or texts ○ Analyze and draw conclusions from data, citing evidence ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions	○ Analyze multiple sources of evidence ○ Analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for concepts or solutions ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	○ Brainstorm ideas, concepts, or perspectives related to a topic	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation	○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation

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 dragable 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 dragable 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. Which number is equivalent to $4^3 \cdot 4^{-1}$?

A. $\dfrac{1}{64}$

B. $\dfrac{1}{16}$

C. 16

D. 64

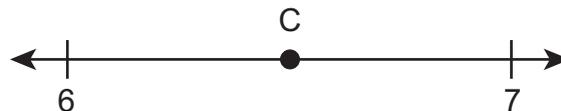**2.** What is $1.4\overline{5}$ written as a fraction?

Go on to the next page.

3. Determine whether each expression is equal to 9.

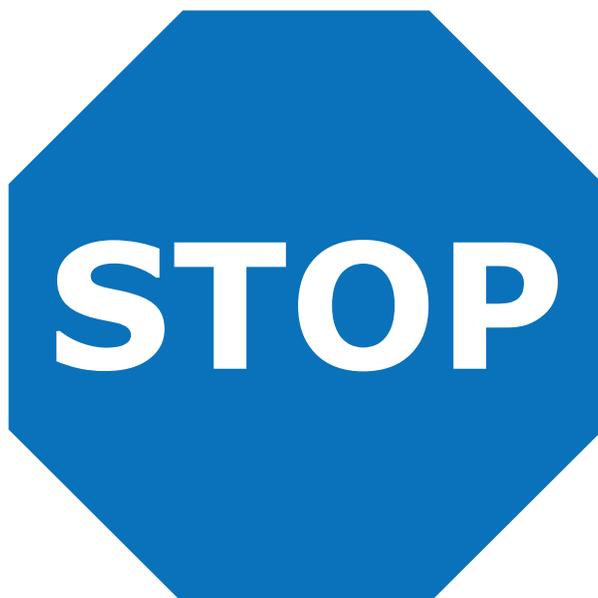|	Equal to 9	Not Equal to 9
$3^4 \div 3^{-2}$		
$\dfrac{3 \cdot 3^5}{3^3}$		
$3^{-4} + 3^6$		
$\dfrac{3^5}{3} \cdot \dfrac{3^{-4}}{3^{-2}}$		

4. Point C is shown on the number line.

Which irrational number could be represented by point C?

A. $\sqrt{6.5}$

B. $\sqrt{13}$

C. $\sqrt{43}$

D. $\sqrt{50}$

STOP.

STOP.

STOP

STOP.

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

1. Which conversion between the U.S. dollar and another currency has the greatest rate of change?

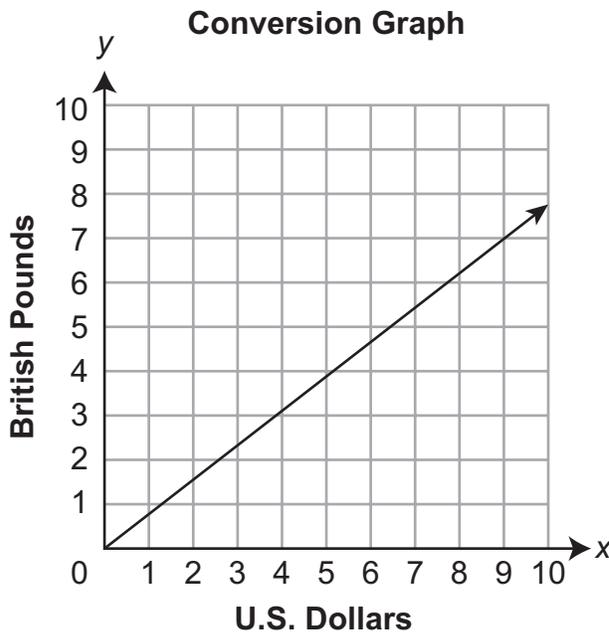   A. U.S. dollar, x, and UAE dirham, y
      Conversion Formula: $y = 3.67x$

   B. U.S. dollar, x, and European euro, y

   Conversion Table

x	5	8	11	15
y	4.55	7.28	10.01	13.65

   C. U.S. dollar, x, and British pound, y

   Conversion Graph

   D. U.S. dollar, x, and Peruvian sol, y
      Conversion Ordered Pairs: (2, 6.54) and (7, 22.89)

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2. Linear function A can be represented by the equation $y = 3x - 4$. The table shows some of the values of linear function B.

Function B

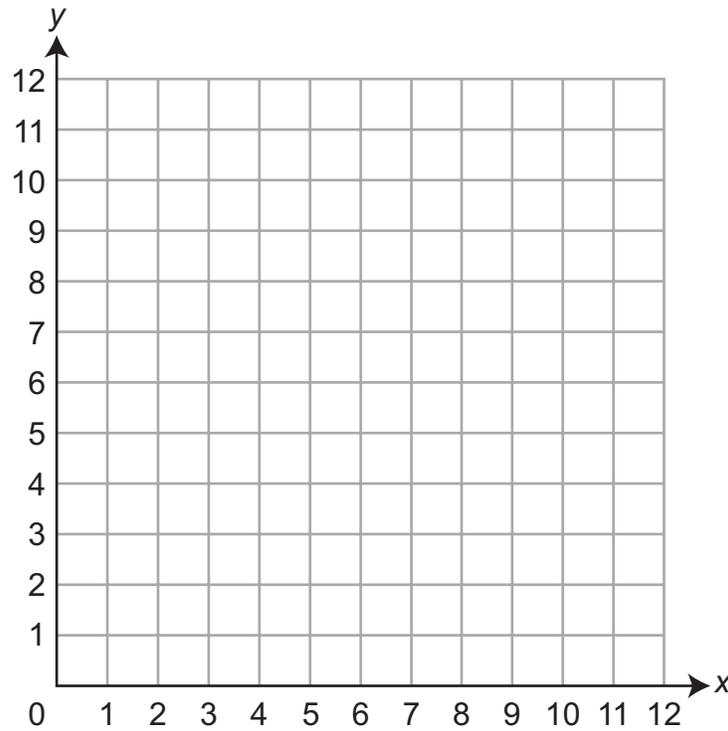| x	⁻3	6	9
y	⁻7	5	9

Which statement about the two functions is correct?

A. The rate of change of function B is greater than the rate of change of function A; the y-intercept of function B is greater than the y-intercept of function A.

B. The rate of change of function B is greater than the rate of change of function A; the y-intercept of function B is less than the y-intercept of function A.

C. The rate of change of function B is less than the rate of change of function A; the y-intercept of function B is greater than the y-intercept of function A.

D. The rate of change of function B is less than the rate of change of function A; the y-intercept of function B is less than the y-intercept of function A.

Go on to the next page.

3. The coordinates of two opposite vertices of square PQRS are (2, 1) and (5, 4). Square PQRS is dilated by a scale factor of 2 to create square P'Q'R'S'. The dilation is centered at the origin. Plot the vertices of square P'Q'R'S' on the coordinate plane.

4. Three players are attempting to beat a video game in the fastest time. The times for each of their first ten attempts are shown on the scatter plot.

Video Game Times
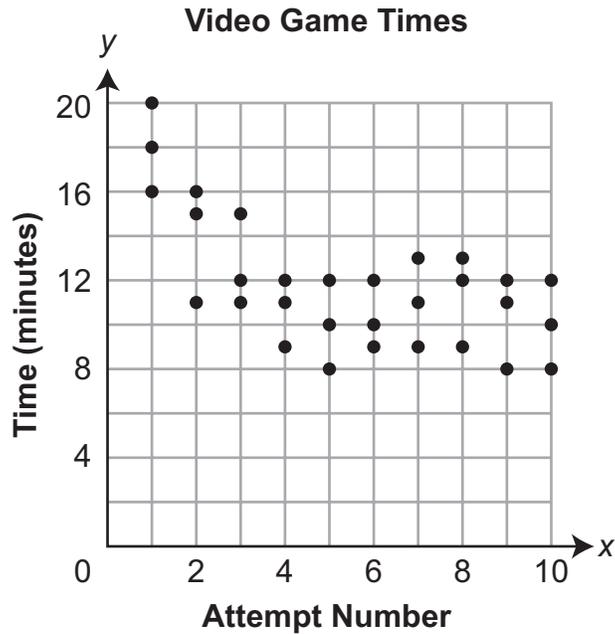
Which statement about the scatter plot is correct?

A. There is a negative, linear association on the scatter plot.

B. There is a negative, nonlinear association on the scatter plot.

C. There is a positive, linear association on the scatter plot.

D. There is a positive, nonlinear association on the scatter plot.

5. Ana is graphing function F on a coordinate plane. What is the maximum number of different output values of F for an input value of 2?

6. Figure A and figure B are shown on the coordinate grid.
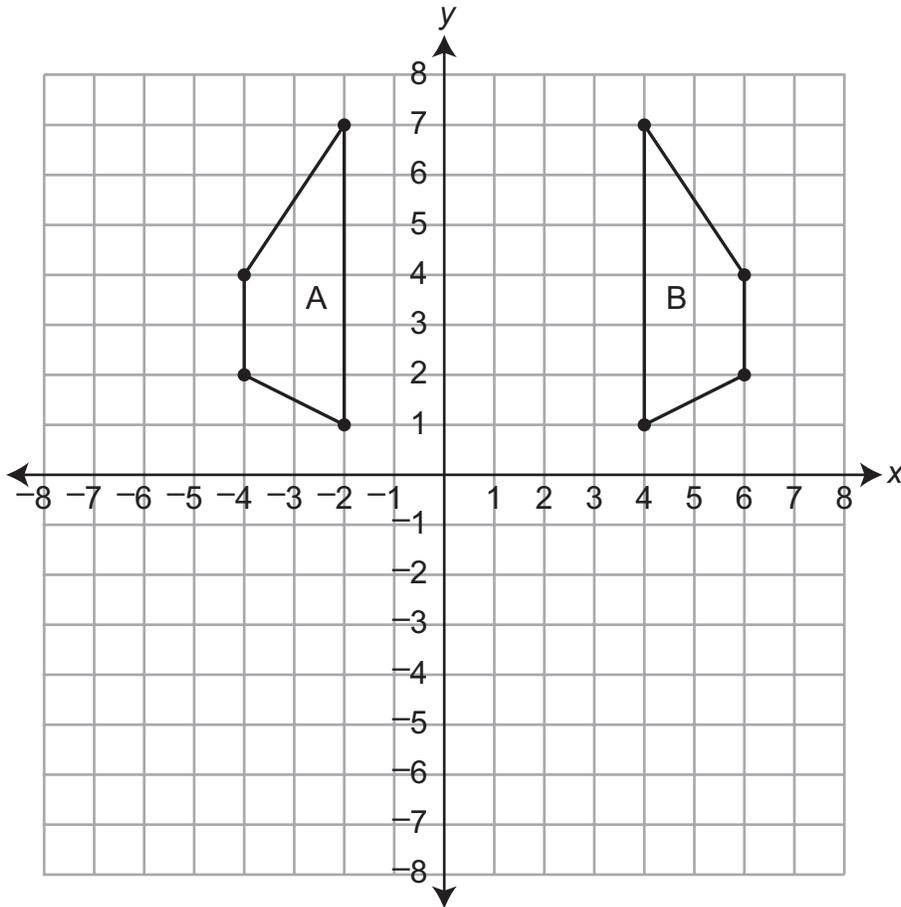
Which transformation could be used to map figure A onto figure B?

A. a reflection over the line $x = 1$

B. a reflection over the line $y = 1$

C. a rotation of 180° about the origin

D. a translation of 6 units to the right

7. A hot-air balloon is fueled by propane gas. A pilot records her use of propane gas, y, in gallons, per minute, x, over several flights. She determines that the linear model that best represents her data is $y = 40 - \frac{2}{5}x$. What does the slope represent in the pilot's model?

    A.   The hot-air balloon uses 2 gallons of propane gas every 5 minutes.

    B.   The hot-air balloon uses 5 gallons of propane gas every 2 minutes.

    C.   The hot-air balloon uses $\frac{2}{5}$ gallon of propane gas every 40 minutes.

    D.   The hot-air balloon uses $\frac{5}{2}$ gallons of propane gas every 40 minutes.

8. An equation is shown.

$8 - 2(x + 10) = 4x - 6$

What is the value of x?

    A.   ⁻33

    B.   ⁻8

    C.   ⁻1

    D.   4

Go on to the next page.

9. A farmer is plowing her fields. She has already plowed 12 acres. After 4 hours she has plowed 36 acres. Which equation could the farmer use to find the number of acres, *y*, she will have plowed after *x* hours?

A. $y = 6x + 12$

B. $y = 9x + 12$

C. $y = 12x + 6$

D. $y = 12x + 9$

10. A rectangular prism is shown.
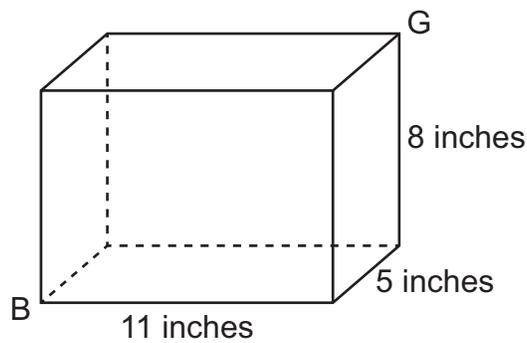
Rounded to the nearest tenth of an inch, what is the distance from vertex B to vertex G?

A.   9.4

B.   12.1

C.   13.6

D.   14.5

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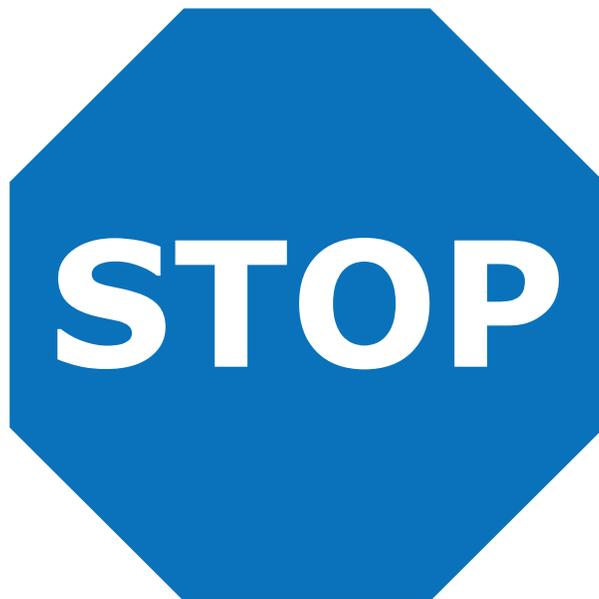**11.** A group of 7th graders and a group of 12th graders were asked whether they have a pet. Some of the results are shown in the two-way table.

	Have a Pet	Do Not Have a Pet	Total
7th Graders		108	
12th Graders	76		
Total		237	500

What percentage of the students questioned were 12th graders?

STOP.

STOP

STOP.

SUMMARY DATA

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1 (Non-Calculator)				
1	8.EE.1	C	1	The question asks the student to determine an equivalent expression using the properties of exponents. A. Incorrect. The student multiplies the exponents. B. Incorrect. The student determines the sum of 3 and ⁻1 as ⁻2. C. Correct. The student adds the exponents to get 2 and calculates 4 to the power of 2. D. Incorrect. The student multiplies the exponents and determines the product of 3 and ⁻1 as 3.
2	8.NS.1	Exemplar: $\dfrac{131}{90}$	2	The question asks the student to convert a decimal to a fraction. To receive full credit, the student must enter $\dfrac{131}{90}$ or an equivalent fraction.
3	8.EE.1	See Annotations	1	The question asks the student to determine equivalent expressions using the properties of exponents. To receive full credit, the student must choose the first three expressions as not equal to 9 and the last expression as equal to 9.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
4	8.NS.2	C	2	The question asks the student to approximate the value of an irrational number using a number line. A. Incorrect. The student uses the approximate location of the point as the value under the square root. B. Incorrect. The student divides 13 by 2 instead of taking the square root. C. Correct. The student determines the square roots of 36 and 49 are 6 and 7 and uses a value in between. D. Incorrect. The student chooses an irrational number close to 7.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 2 (Calculator)				
1	8.EE.5	A	3	The question asks the student to compare different rates of change. A. Correct. The student determines the rate of change as 3.67 using the equation. B. Incorrect. The student determines the rate of change as the *y*-value of the first ordered pair in the table. C. Incorrect. The student determines the rate of change as the greatest *y*-value of the graphed line. D. Incorrect. The student determines the rate of change as the *y*-value of the first ordered pair.
2	8.F.2	C	2	The question asks the student to compare the properties of two functions. A. Incorrect. The student determines the rate of change for function B as 12 by using the change between the first two *y*-values of the table. B. Incorrect. The student switches the slope and *y*-intercept values. C. Correct. The student determines the rate of change of function A as 3 and the *y*-intercept as ⁻4. The student determines the rate of change of function B as $\frac{4}{3}$ and the *y*-intercept as ⁻3. D. Incorrect. The student determines the *y*-intercept of function A as 4.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
3	8.G.3	See Annotations	2	The question asks the student to dilate a square. To receive full credit, the student must plot points at (4, 2), (10, 2), (4, 8), and (10, 8).
4	8.SP.1	B	1	The question asks the student to determine the association of a scatter plot. A. Incorrect. The student switches the meanings of linear and nonlinear associations. B. Correct. The association is negative because the trend of the data is down and to the right. The association is nonlinear because the points are scattered. C. Incorrect. The student switches the meanings of positive and negative and linear and nonlinear associations. D. Incorrect. The student switches the meanings of positive and negative associations.
5	8.F.1	Exemplar: 1	1	The question asks the student to determine the number of possible outcomes of a function. To receive full credit, the student must enter 1 or an equivalent value.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
6	8.G.2	A	2	The question asks the student to determine the transformation between two-dimensional figures. A. Correct. The student determines the figures are reflections of each other and the line $x = 1$ is centered between them. B. Incorrect. The student switches the x- and y-axes. C. Incorrect. The student thinks a rotation is required to have a resulting figure in a different quadrant. D. Incorrect. The student compares the vertices (⁻2, 1) and (4, 1) instead of the figures.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
7	8.SP.3	A	2	The question asks the student to interpret the slope of a linear model. A. Correct. The student uses the defined variables for the slope as $\frac{\text{change in } y \text{ (gallons)}}{\text{change in } x \text{ (minutes)}}$. B. Incorrect. The student uses the defined variables for the slope as $\frac{\text{change in } x \text{ (minutes)}}{\text{change in } y \text{ (gallons)}}$. C. Incorrect. The student uses the slope as the number of gallons and the y-intercept as the number of minutes. D. Incorrect. The student uses the reciprocal of the slope as the number of gallons and the y-intercept as the number of minutes.
8	8.EE.7b	C	2	The question asks the student to solve the equation for x. A. Incorrect. The student subtracts 2 from 8 when simplifying the left side of the equation. B. Incorrect. The student subtracts 2 from 8 to get 6 and distributes 6 to x. C. Correct. The student distributes the $^-2$, combines like terms, and solves the equation. D. Incorrect. The student does not distribute $^-2$ to 10.

Grade 8

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
9	8.F.4	A	2	The question asks the student to write an equation for a situation. A. Correct. The student subtracts 12 from 36 to get 24 and divides 24 by 4 to get 6 as the rate of change. B. Incorrect. The student divides 36 by 4 to get 9 as the rate of change. C. Incorrect. The student switches the rate of change and *y*-intercept values in the equation. D. Incorrect. The student divides 36 by 4 to get 9 and switches the rate of change and *y*-intercept values in the equation.
10	8.G.7	D	2	The question asks the student to use the Pythagorean Theorem to determine the distance between two vertices. A. Incorrect. The student calculates the length of the diagonal of the right face. B. Incorrect. The student calculates the length of the diagonal of the bottom face. C. Incorrect. The student calculates the length of the diagonal of the front face. D. Correct. The student calculates the diagonal of the bottom face and uses it to calculate the distance between vertex B and vertex G.
11	8.SP.4	Exemplar: 41	2	The question asks the student to determine a relative frequency from a partially completed two-way table. To receive full credit, the student must enter 41 or an equivalent value.

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Mathematics
Item Sampler
Grade 8