

Name:

Date:

1: Standard(s): [M3.A.3.1.1](#)

$$\begin{array}{r}
 585 \\
 - 66 \\
 \hline
 \end{array}$$

**F** 419  
**G** 519  
**H** 521  
**J** 529

Answer:

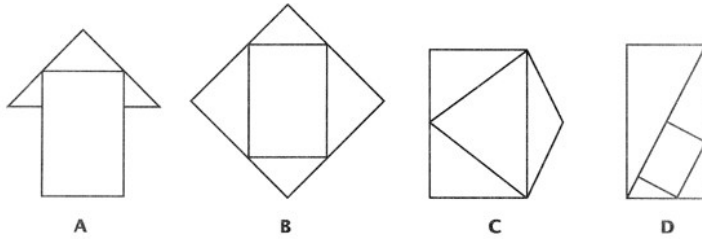
**G**

Point Value:

**1**

2: Standard(s): [M3.C.1.1](#), [M3.C.1.1.1](#), [M4.A.1.1.3](#), [M4.C.1.1](#), [M4.E.1.2](#)

Nathan made a drawing that has exactly 3 triangles and 1 rectangle. Which drawing below could be the one Nathan made?



Answer:

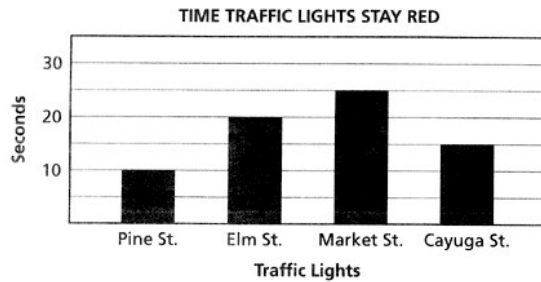
**A**

Point Value:

**1**

- 3: Standard(s): [M3.E.1](#), [M3.E.1.1.2](#), [M4.E.1.2](#)

Paula timed how long some traffic lights stayed red before changing to green. The graph below shows how many seconds the traffic light at each cross street stayed red.



At which cross street is the traffic light red more than 10 seconds but less than 20 seconds?

- F** Pine St.
- G** Elm St.
- H** Market St.
- J** Cayuga St.

**Answer:**

**J**

**Point Value:**

**1**

- 4: Standard(s): [M3.A.1.2.2](#)



Use your pattern blocks to help you solve this problem.

Which sentence is true about the size of the blue pattern block?

- F** The blue pattern block is  $\frac{1}{2}$  the size of the red pattern block.
- G** The blue pattern block is  $\frac{1}{3}$  the size of the red pattern block.
- H** The blue pattern block is  $\frac{1}{2}$  the size of the yellow pattern block.
- J** The blue pattern block is  $\frac{1}{3}$  the size of the yellow pattern block.

**Answer:**

**J**

**Point Value:**

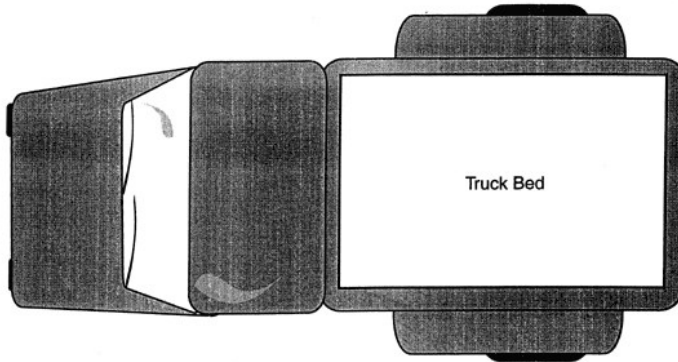
**1**

5: Standard(s): [M3.A.3.1.2](#)



Use your counters to help you solve this problem.

Jared wants to put boxes in the bed of his truck, shown below. He **cannot** stack the boxes. Each of your counters models one box.



How many boxes can Jared fit in the bed of his truck if he cannot stack the boxes?

**Answer** \_\_\_\_\_ boxes

Each counter has an area of 4 square units. What is the area, in square units, of the bottom of the truck bed?

**Answer** \_\_\_\_\_ square units

**Point Value:**

2

**Scoring Guide:**

SESSION 2

*Elementary Key Idea 4:*

**Modeling/Multiple Representation**

Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

*Complete and Correct Response:*

- 6 (boxes)

AND

- 24 (square units)

*Score Points:*

Apply 2-point holistic rubric.