# Getting Ready for the 2015 Florida Standards Assessment (FSA)

# Grade 6 Mathematics Answer Key

| Educators Resource — Spring 2015 FSA Mathematics |
|---|
| 2014-15 Florida Standards Assessments ELA and Mathematics Fact Sheet |
| Equation Editor Item Tutorial [PDF] |
| FSA Scientific Calculator |
| Florida Computer-Based Testing Work Folder [PDF] |
| Spring 2015 Testing Times [PDF] |
| Grade 6 Mathematics Test Item Specifications [PDF]<br>Grade 7 Mathematics Test Item Specifications [PDF]<br>Grade 8 Mathematics Test Item Specifications [PDF] |
| Mathematics Test Design Summary – Updated 11-12-14[PDF] |

**Florida Department of Education**
**http://www.flstandards.org/home.aspx**

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.RP.1.1 |
|---|---|
| 1. | For every 4 mystery books checked out,<br>3 nonfiction books were checked out.<br><br>**This question is a possible sample of an Edit-Text Choice technology-enhanced question.** |
| 2 | Part A: $\frac{30}{19}$<br><br>Part: B: 32:93<br><br>Part C: 23 to 38<br><br>**This question is a possible sample of a Drag and Drop Hot Text technology-enhanced question.** |
| 3 | The student explains the meaning of 2:1 using ratio language such as “for every two red parts, there is one blue part”.<br><br>**This question is a possible sample of an Open Response technology-enhanced question.** |
| 4 | B,E<br><br>**This question is a possible sample of a Multi-Select technology-enhanced question.** |
| 5 | C |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

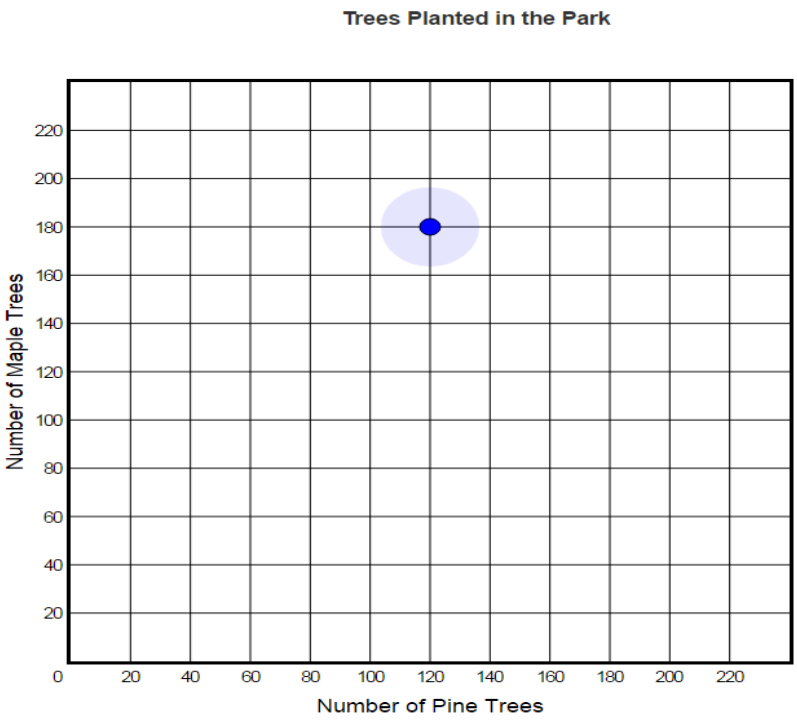
| | MAFS.6.RP.1.1 - Practice |
|---|---|
| 1. | The student recognizes the significance of 22 in the problem. The student interprets the ratio 7/22 to mean seven students who prefer to do homework before school out of the whole class of 22 students.<br><br>**This question is a possible sample of an Open Response technology-enhanced question.** |
| 2 | C |
| 3 | ☑ shoes to hats<br>☐ all items to t-shirts<br>☑ sunglasses to dresses<br>☐ shorts to shoes<br>☑ t-shirts to sunglasses<br>**This question is a possible sample of a Multi-Select technology-enhanced question.** |
| 4 | D |
| 5 | A |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.RP.1.2 |
|---|---|
| 1 | D |
| 2 | $4.50 |
| 3 | 15 minutes per mile<br><br>**This question is a possible sample of an Open Item technology-enhanced question.** |
| 4 | 5 plants per square foot |

| | MAFS.6.RP.1.2 – Practice |
|---|---|
| 1 | 63 miles per hour<br><br>**This question is a possible sample of an Open Item technology-enhanced question.** |
| 2 | D |
| 3 | B |
| 4 | Restaurant [D] offered the best deal at $[1.45] per shrimp.<br><br>**This question is a possible sample of a Table Item technology-enhanced question.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.RP.1.3a, b, c, d, e |
| 1 | Part A: D<br>Part B: D<br><br>Sub-standard: a |
| 2 | Part A: 56<br>Part B: 12<br><br>Sub-standard: b |
| 3 |  <br><br>Sub-standard: a<br><br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |
| 4 | The ribbon costs $0.008 per centimeter .<br><br>Sub-standard: d<br><br>**This question is a possible sample of an Edit-Text Choice technology-enhanced question.** |
| 5 | 30<br><br>Sub-Standard: c<br>**This question is a possible sample of an Equation Editor technology-enhanced question.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.RP.1.3a, b, c, d, e – Practice |
| 1 | Part A: 5.25<br>Part B: 8<br><br>Sub-standard: b |
| 2 | False<br>True<br>True<br>False<br><br>Sub-standard: a<br><br>**This question is a possible sample of a Multi-Select technology –enhanced item.** |
| 3 | Yes<br>Yes<br>No<br>Sub-standard: a<br><br>**This question is a possible sample of a Multi-Select technology –enhanced item.** |
| 4 | $55.25<br>Sub-standard: c<br><br>**This question is a possible sample of an Equation Editor technology – enhanced item.** |
| 5 | The student will:<br>Part A: Convert eight $\frac{1}{4}$ mile laps to 2 miles and converts 2 miles to 10,560 feet.<br><br>Part B: determine that Roger will need to complete 8 more miles, which is equivalent to 32 more laps in order to complete 10 miles by the end of the week.<br><br>Sub-standard: d<br><br>**This question is a possible sample of an Open Item technology-enhanced question.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.1.1 |
|---|---|
| 1 | A |
| 2 | $\frac{5}{2}$ or equivalent<br><br>**This question is a possible sample of an Equation Editor technology-enhanced question.** |
| 3 | 14 plastic bags |
| 4 | $\frac{24}{25}$ or equivalent<br><br>**This question is a possible sample of an Equation Editor Choice technology-enhanced question.** |

| | MAFS.6.NS.1.1 – Practice |
|---|---|
| 1 | $11\frac{1}{3}$ or equivalent |
| 2 | $2\frac{4}{5}$ or equivalent |
| 3 | 13 |
| 4 | $1\frac{13}{14}$ or equivalent |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.2.2 |
|---|---|
| 1 | 432 |
| 2 | 23 |
| 3 | 582 |
| | **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** |

| | MAFS.6.NS.2.2 – Practice |
|---|---|
| 1 | 41 |
| 2 | 170 |
| 3 | 508 |
| | **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.2.3 |
|---|---|
| 1 | 1.04 |
| 2 | 80.337 |
| 3 | 77.505 |
| 4 | 5.839 |
| **All questions in this section are possible samples of an Equation Editor Choice technology-enhanced question.** | |

| | MAFS.6.NS.2.3 - Practice |
|---|---|
| 1 | 0.053 |
| 2 | 4.9794 |
| 3 | 1.787 |
| 4 | 5.2 |
| **All questions in this section are possible samples of an Equation Editor Choice technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.2.4 |
|---|---|
| 1 | 16 |
| 2 | 56 |
| 3 | 9 |
| 4 | 30 |
| 5 | B |
| **Questions 1 – 4 in this section are possible samples of an Open Item technology-enhanced question.** | |

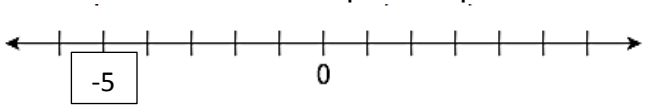
| | MAFS.6.NS.2.4 – Practice |
|---|---|
| 1 | 6 |
| 2 | 24 |
| 3 | 4 |
| 4 | 35 |
| 5 | D |
| **Questions 1 – 4 in this section are possible samples of an Open Item technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

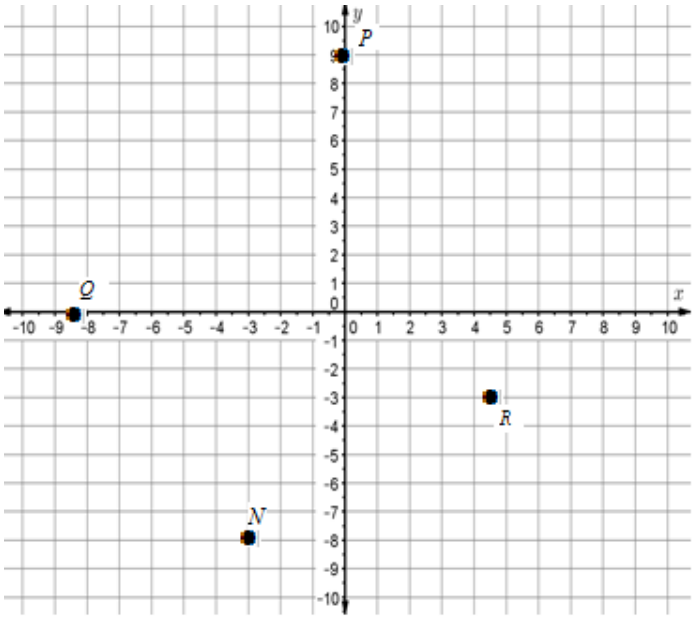
<table>
<tr><td></td><td>MAFS.6.NS.3.5</td></tr>
<tr><td>1</td><td>
<table>
<tr><th>Scenario</th><th>Positive/Negative Integer</th></tr>
<tr><td>a withdrawal of fifty dollars</td><td>−15</td></tr>
<tr><td>a temperature three degrees below zero</td><td>−3</td></tr>
<tr><td>an elevation seventy feet above sea level</td><td>75</td></tr>
</table>
**This question is a possible sample of a Table Item technology –enhanced item.**
</td></tr>
<tr><td>2</td><td>−12<br><br>**This question is a possible sample of an Open Item technology –enhanced item.**</td></tr>
<tr><td>3</td><td>D</td></tr>
<tr><td>4</td><td>C</td></tr>
</table>

<table>
<tr><td></td><td>MAFS.6.NS.3.5 – Practice</td></tr>
<tr><td>1</td><td>B</td></tr>
<tr><td>2</td><td>5</td></tr>
<tr><td>3</td><td>-15</td></tr>
<tr><td>4</td><td>When interpreting the meaning of zero, a sample of what the student says:<br><br>• The ball ends up back at the same place it started after the same amount of gain and loss on the play.<br>• The player ran the ball forward but then got pushed back to the starting place.<br>• The ball was thrown but incomplete, so they gained zero yards on the play.<br>• The ball didn’t move.<br>• There was no gain and no loss of yards.</td></tr>
<tr><td colspan="2">**Questions 2 – 4 in this section are possible samples of an Open Item technology-enhanced question.**</td></tr>
</table>

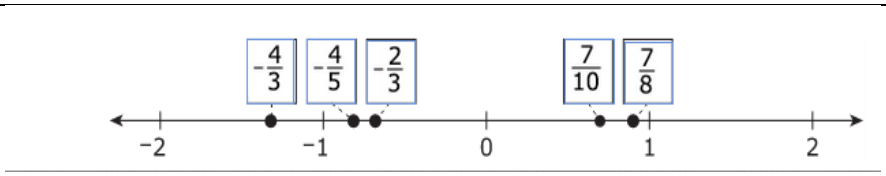
# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.NS.3.6a, b, c |
| 1 | C<br>Sub-standard: a |
| 2 | -4<br>Sub-standard: c |
| 3 | Each mark on the number line represents one unit. Plot a point on the number line that represents the opposite of $-5$ units.<br><br>Select a place on the number line to plot the point.<br>  <br><br><br>Sub-Standard: a<br><br>This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |
| 4 | (3, -2)<br><br>Sub-standard: b<br>** This question is a possible sample of an Equation Editor technology-enhanced question.** |
| 5 |  <br><br><br>Sub-standard: c<br><br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.3.6a, b, c – Practice |
|---|---|
| 1 |  <br>Sub-standard: c<br><br>This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |
| 2 | 15<br><br>Sub-standard: a<br>** This question is a possible sample of an Equation Editor technology-enhanced question.** |
| 3 | Quadrant 1<br><br>Sub-standard: b |
| 4 | −46<br><br>Sub-standard: a<br><br>** This question is a possible sample of an Equation Editor technology-enhanced question.** |
| 5 | Quadrant 3<br><br>Sub-standard: b |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| 6 |  **This question is a possible sample of an Drag & Drop Hot Text technology – enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.NS.3.7a, b, c, d |
| 1 | **Part A**<br><br>SeaWolf: −40<br>Nautilus: −100<br><br>**Part B**<br>−40 > −100<br>or<br>−100 < −40<br><br>Sub-standard: b<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.** |
| 2 | The student:<br><br>Part A<br>Represents the first scenario with the inequality 0 > -54 or -54 < 0.<br><br>Part B<br>Represents the second scenario with the inequality 20 > -60 or -60 < 20.<br><br>Sub-standard: a<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.** |
| 3 | D<br>Sub-standard: c |
| 4 | −10°F<br>−13°F<br>−21°F<br><br>**The question in this section is a possible sample of an Multi-Select technology-enhanced question.**<br><br>Sub-standard: d |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| 5 | ☐ San Bernadane<br>☑ Atlantia<br>☐ Tysonia<br>☑ Maurian<br>☐ Los Hanicca<br>**The question in this section is a possible sample of an Multi-Select technology-enhanced question.** |

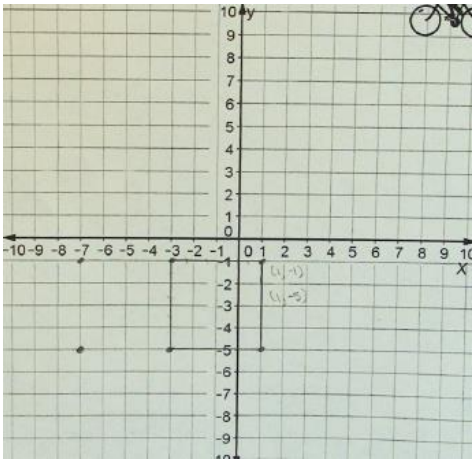
# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.3.7a, b, c, d – Practice |
|---|---|
| 1 | $-8.5℃ > -15℃$<br><br>Sub-standard: b |
| 2 | $x < 3$<br><br>Sub-standard: a |
| 3 | $215.00<br><br>The student has to understand that \|-$215\| = $215<br><br>Sub-standard: c |
| 4 | Less than (<)<br><br>Sub-standard: d |
| 5 | -120 -40 15 170<br><br>Sub-standard: b |

**Questions 1 – 4 in this section are possible samples of an Equation Editor technology-enhanced question.**

**Question 5 in this section is possible a sample of Drag and Drop Hot Text technology-enhanced question.**

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.NS.3.8 |
|---|---|
| 1 | 9<br><br>**This question is a possible sample of a Graphic Response Item Display (GRID) and an Open Item technology –enhanced item.** |
| 2 | 7 units<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.** |
| 3 | The student graphs the two given points correctly and finds the coordinates of two additional vertices, at either (1, -1) and (1, -5) or at (-7, -1) and (-7, -5), to form a square. The student then finds the coordinates of a second pair of vertices to form a square.<br>  <br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |

| | MAFS.6.NS.3.8 – Practice |
|---|---|
| 1 | F |
| 2 | B |
| 3 | 4 units<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.1.1 |
|---|---|
| 1 | $7^6$ |
| 2 | 16 |
| 3 | $5^5$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

| | MAFS.6.EE.1.1 - Practice |
|---|---|
| 1 | $3^7$ |
| 2 | 64 |
| 3 | $\frac{8}{125}$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.EE.1.2a, b, c |
| 1 | $x + 6$<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.**<br><br>Sub-standard: a |
| 2 | $2p$ ⟷ product<br>$\frac{3p^2}{5}$ ⟷ quotient<br>$24 - 2p$ ⟷ difference<br>$3$ ⟷ coefficient<br><br>**The question in this section is a possible sample of an Drag and Drop Hot Text technology-enhanced question.**<br>Sub-standard: b |
| 3 | B, C<br><br>**The question in this section is a possible sample of an Multi-Select technology-enhanced question.**<br><br>Sub-standard: a |
| 4 | Its volume is 8 inches cubed and its surface area is 24 inches squared.<br><br>**The question in this section is a possible sample of an Equation Editor technology-enhanced question.**<br><br>Sub-standard: c |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.1.2a, b, c - Practice |
|---|---|
| 1 | ☑ $15 + 3 \times n$<br>☐ $3 \times 15n$<br>☑ $15 + 3n$<br>☐ $15 \times n + 3$<br>☑ $(n \times 3) + 15$<br>☐ $(n + 15) \times 3$<br>**The question in this section is a possible sample of an Multi-Select technology-enhanced question.** |
| 2 | A<br>Sub-standard: a |
| 3 | ☑ Samantha has a job babysitting. She earns $8 for every hour that she works. This week she earned $143, which included a $15 tip.<br>☐ Mr. Wilks mows lawns for extra money. Each lawn that he mows, he earns $15. After collecting the money for the lawns he mowed this week, he added the amount to the $8 in his wallet, totaling $143.<br>☐ Roger works in the meat section of a grocery store. So far this morning, he has cut 8 salmon steaks. In the meat display, there are several rows of 15 salmons steaks. When Roger puts the cut salmon steaks in the meat display, there will be 143 salmon steaks.<br>☑ Ms. Williams was looking for pencils. She found a box with 15 pencils in the drawer. Then, she found some unopened packages with 8 pencils in each package. After counting all of the pencils, she had 143 pencils.<br>**The question in this section is a possible sample of an Multi-Select technology-enhanced question.** |
| 4 | D |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.1.3 |
|---|---|
| 1 | $4w + 10$ |
| 2 | $6n + 18$ |
| 3 | $4b + 8$ |
| **All questions in this section are possible samples of an Equation Editor Choice technology-enhanced question.** | |

| | MAFS.6.EE.1.3 – Practice |
|---|---|
| 1 | $2t + 18$ |
| 2 | 41x |
| 3 | $4z$ |
| **All questions in this section are possible samples of an Equation Editor Choice technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

<table>
<tr><td></td><td>MAFS.6.EE.1.4</td></tr>
<tr><td>1</td><td>B, D<br><br>**This question is a possible sample of a Multi-Select technology –enhanced item.**</td></tr>
<tr><td>2</td><td>
<table>
<tr><th>Expressions</th><th>Yes</th><th>No</th></tr>
<tr><td>6y + 1</td><td>☐</td><td>■</td></tr>
<tr><td>6y + 7</td><td>☐</td><td>■</td></tr>
<tr><td>6(y) + 1(y)</td><td>☐</td><td>■</td></tr>
<tr><td>6(y) + 6(1)</td><td>■</td><td>☐</td></tr>
<tr><td>6y + 6</td><td>■</td><td>☐</td></tr>
</table>
<br>**This question is a possible sample of a Multi-Select technology –enhanced item.**</td></tr>
<tr><td>3</td><td>D</td></tr>
</table>

<table>
<tr><td></td><td>MAFS.6.EE.1.4 – Practice</td></tr>
<tr><td>1</td><td>
<table>
<tr><th>Expressions Equivalent to $2(3x + 7y)$</th><th>Expressions Equivalent to $\frac{1}{2}(12x + 14y)$</th></tr>
<tr><td>$6x + 14y$<br><br>$(2x + 4y) + 2(2x + 5y)$</td><td>$6x + 7y$<br><br>$(2x + 3y) + 4(x + y)$</td></tr>
</table>
<br>**This question is a possible sample of a Drag and Drop Hot Text technology-enhanced question.**</td></tr>
<tr><td>2</td><td>C</td></tr>
<tr><td>3</td><td>B</td></tr>
</table>

# 6th Grade –MAFS Spiral Review Packet – Answer Key

<table>
<tr><td></td><td>MAFS.6.EE.2.5</td></tr>
<tr><td>1</td><td>B</td></tr>
<tr><td>2</td><td>
<table>
<tr><th>Equations</th><th>Yes</th><th>No</th></tr>
<tr><td>$5a - 1 = 14$<br>true for $a = 3$</td><td>■</td><td>□</td></tr>
<tr><td>$100 - b^2 = 80$<br>true for $b = 10$</td><td>□</td><td>■</td></tr>
<tr><td>$32 = 16f$<br>true for $f = 2$</td><td>■</td><td>□</td></tr>
</table>
**This question is a possible sample of a Multi-Select technology –enhanced item.**
</td></tr>
<tr><td>3</td><td>C</td></tr>
</table>

<table>
<tr><td></td><td>MAFS.6.EE.2.5 – Practice</td></tr>
<tr><td>1</td><td>
☐ $x = 1$<br>
☑ $x = 2$<br>
☐ $x = 3$<br>
☐ $x = 4$<br>
☑ $x = 5$<br>
☐ $x = 6$<br>
**This question is a possible sample of a Multi-Select technology –enhanced item.**
</td></tr>
<tr><td>2</td><td>D</td></tr>
<tr><td>3</td><td>A</td></tr>
</table>

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.2.6 |
|---|---|
| 1 | D |
| 2 | $36.75-3x$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.** |
| 3 | $\frac{1}{4}d$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.** |
| 4 | D |

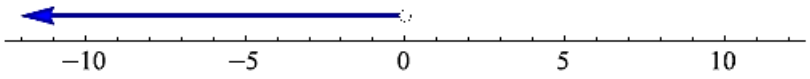
| | MAFS.6.EE.2.6 – Practice |
|---|---|
| 1 | B |
| 2 | The student states that $x$ represents the value of *each* coin. The student states that the possible values of $x$ are 1, 5, 10, 25, 50, and 100. The student states if $10x = 50$ then $x = 5$. |
| 3 | $2n$ |
| 4 | N = Nadine Points<br>M = Mark Points<br><br>$N = M + 5$ |
| **Questions 2 – 4 are all possible samples of an Open Response technology –enhanced item.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

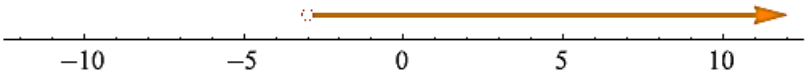
| | MAFS.6.EE.2.7 |
|---|---|
| 1 | Part A:<br>  <br>Part B: 4.95<br>**This question is a possible sample of an Editing Task Choice technology – enhanced item.** |
| 2 | 18 |
| 3 | $2\frac{1}{2} + h = 5$<br>$h = 2\frac{1}{2}$ |
| 4 | $x = 2$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

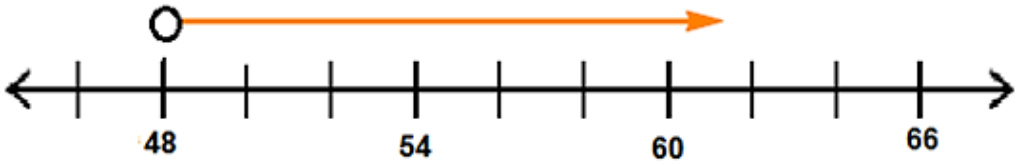
| | MAFS.6.EE.2.7 – Practice |
|---|---|
| 1 | $\frac{25}{2}$ or $12\frac{1}{2}$ |
| 2 | $6x = 1110$<br>$x = 185$ |
| 3 | $\frac{3}{5}s = 24$<br>$s = 40$ |
| 4 | $r = 32$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.2.8 |
|---|---|
| 1 | $h > 6000$ or $6000 < h$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.** |
| 2 | $t < -2$ or $-2 > t$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.** |
| 3 | $w \geq 12$ or $12 \leq w$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.** |
| 4 |  <br><br>This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

<table>
<tr><td></td><td>MAFS.6.EE.2.8 – Practice</td></tr>
<tr><td>1</td><td>$g < 4.06$ or $4.06 > g$<br><br>**This question is a possible sample of an Equation Editor technology –enhanced item.**</td></tr>
<tr><td>2</td><td> 

<br>This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.**</td></tr>
<tr><td>3</td><td>Part A<br> 

<br>Part B
<table>
<tr><th>Value</th><th>Yes</th><th>No</th><th>Value</th><th>Yes</th><th>No</th></tr>
<tr><td>47.9 inches</td><td>☐</td><td>■</td><td>$50\frac{3}{4}$ inches</td><td>■</td><td>☐</td></tr>
<tr><td>$48\frac{1}{4}$ inches</td><td>■</td><td>☐</td><td>48 inches</td><td>☐</td><td>■</td></tr>
<tr><td>4.899 inches</td><td>☐</td><td>■</td><td>$\frac{48}{2}$ inches</td><td>☐</td><td>■</td></tr>
<tr><td>48.00 inches</td><td>☐</td><td>■</td><td>$40\frac{8}{10}$ inches</td><td>☐</td><td>■</td></tr>
</table>
These questions are possible samples of a Graphic Response Item Display (GRID) & Table Item technology –enhanced item.**</td></tr>
</table>

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.EE.3.9 |
|---|---|
| 1 | C |
| 2 | Part A: 1.25<br><br>Part B: $y$=5.5$x$ |
| 3 | Part A:<br>$q$ = 1500 – $n$<br><br>Part B:<br>The independent variable as the quantity of coffee beans removed is $n$ and the dependent variable as the quantity of coffee beans remaining in the storage bin is $q$. |
| 4 | $d$ = 10$h$ |

| | MAFS.6.EE.3.9 – Practice |
|---|---|
| 1 | C |
| 2 | Part A<br>$c$ = 200 – 2$t$<br><br>Part B<br>The independent variable as the number of times the crank is turned is $t$, and the dependent variable as the amount of coffee remaining is $c$. |
| 3 | <table><tr><th><u>Number of Bouquets, *b*</u></th><th><u>Number of Flowers, *f*</u></th></tr><tr><td>4</td><td>**32**</td></tr><tr><td>**8**</td><td>64</td></tr><tr><td>**12**</td><td>96</td></tr></table><br>Ms. Roberts used 224 flowers today to make **28** bouquets.<br><br>**This question is a possible sample of Table Item technology –enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.G.1.1 |
|---|---|
| 1. | Part A: 24<br>Part B: $\frac{1}{4}$ |
| 2. | The student finds an area of 105 $cm^2$ for the trapezoid showing work clearly to support those answer. |
| 3. | $104\ in^2$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

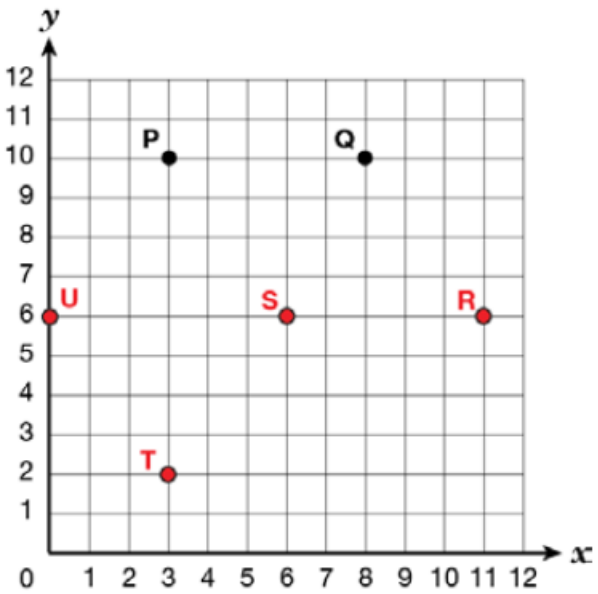
| | MAFS.6.G.1.1 – Practice |
|---|---|
| 1. | The student finds an area of 168 $yd^2$ for the parallelogram showing work clearly to support the answer. |
| 2. | 319 $ft^2$ |
| 3. | 24.5 $in^2$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.G.1.2 |
|---|---|
| 1 | 4680 $in^3$ |
| 2 | $\frac{3}{8}$ $in^3$or equivalent |
| 3 | $\frac{45}{8}$ $cm^3$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

| | MAFS.6.G.1.2 – Practice |
|---|---|
| 1 | $\frac{1}{10}$ $cm^3$ |
| 2 | $\frac{1}{2}$ $ft^3$ |
| 3 | 450 $m^3$ |
| **All questions in this section are possible samples of an Equation Editor technology-enhanced question.** | |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.G.1.3 |
|---|---|
| 1 |  <br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |
| 2 | 5 units |
| 3 | 30 units; 5 (length of side) × 6 (number of sides) = 30 |

| | MAFS.6.G.1.3 – Practice |
|---|---|
| 1 & 2 | The student plots the points and graphs the rectangle correctly and determines the length of the base ($9\frac{1}{2}$ units) and height (3 units), and uses the dimensions to determine the area of the rectangle as $28\frac{1}{2}$ square units. |
| 3 | A |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.G.1.4 |
|---|---|
| 1 | Part A: D<br>Part B: 1300 |
| 2 | Square Pyramid |
| 3 | 1,734 sq mm |

| | MAFS.6.G.1.4 – Practice |
|---|---|
| 1 | 23,152 sq in |
| 2 | Part A: Square Pyramid<br>Part B: 16 square units |
| 3 | 14 sq in |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.SP.1.1 |
|---|---|
| 1 | C |
| 2 | ☐ How many days are in March?<br>☐ How old is your dog?<br>☒ How old are the dogs on this street?<br>☒ What percent of people like watermelons?<br>☐ Do you like watermelons?<br>☐ How many bricks are in this wall?<br>☐ What was the highest temperature today in town?<br>**This question is a possible sample of a Multi-Select technology –enhanced item.** |
| 3 | ☑ How many houses are in each neighborhood?<br>☐ What is the size of the largest yard in all the neighborhoods?<br>☐ How many students are enrolled in the smallest school?<br>☑ How many schools are in each neighborhood?<br>☐ How many houses have fences around the backyards?<br>**This question is a possible sample of a Multi-Select technology –enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.SP.1.1 – Practice |
|---|---|
| 1 | D |
| 2 | ☐ How far are we from the restaurant?<br>☐ How long will it be until we get there?<br>☒ Would you rather have burgers or pizza?<br>☒ How much should we leave for the tip?<br>☐ What was the most frequently ordered dish in the restaurant this evening?<br>☒ Did you like the pizza tonight?<br>☐ Which table's bill was the highest?<br>☐ How many people were sitting at each table this evening?<br><br>**This question is a possible sample of a Multi-Select technology –enhanced item.** |
| 3 | B |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.SP.1.2 |
|---|---|
| 1 | A |
| 2 | B |
| 3 | D |

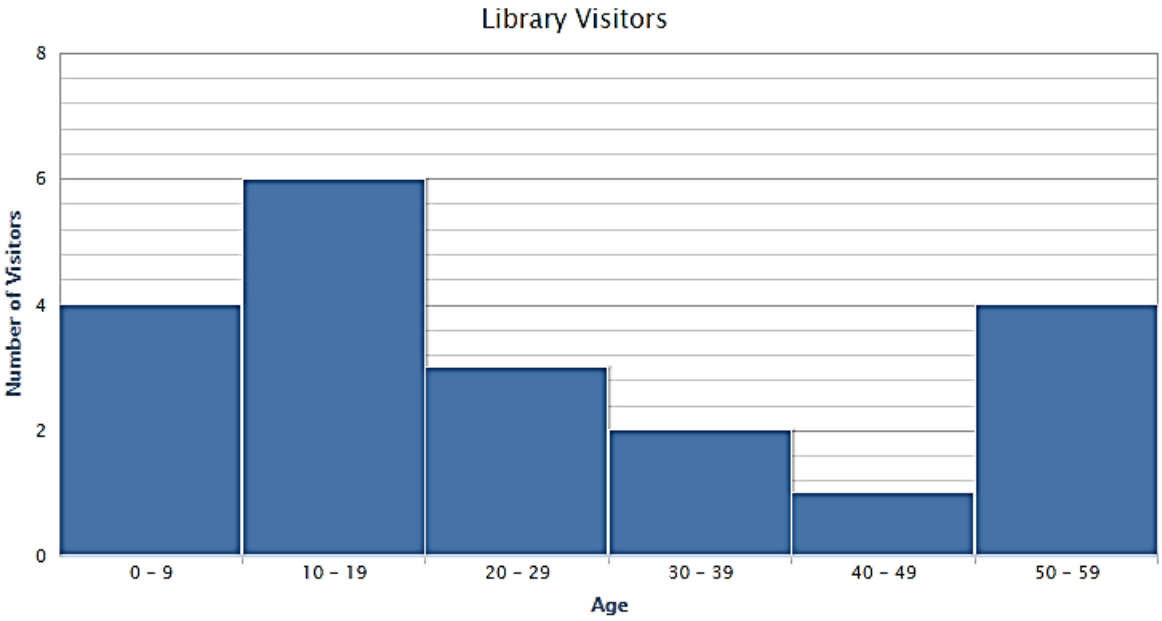
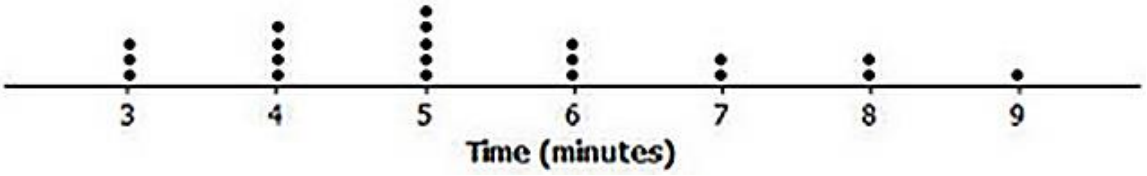
| | MAFS.6.SP.1.2 – Practice |
|---|---|
| 1 | B |
| 2 | B |
| 3 | C |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

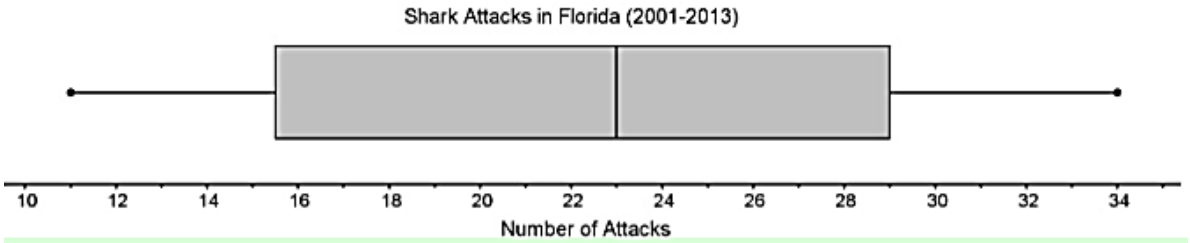
| | MAFS.6.SP.1.3 |
|---|---|
| 1 | B |
| 2 | D |
| 3 | C |
| 4 | D |

| | MAFS.6.SP.1.3 – Practice |
|---|---|
| 1 | A |
| 2 | C |
| 3 | C |
| 4 | A |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | |
|---|---|
| | MAFS.6.SP.2.4 |
| 1 |  <br>**This question is a possible Hot Text: drag and drop technology-enhanced item.** |
| 2 | B |
| 3 |  <br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.SP.2.4 – Practice |
|---|---|
| 1 | C |
| 2 | The student correctly scales the axis using reasonable limits, finds and graphs the five-number summary (minimum = 11, $Q_1$ = 15.5, median = 23, $Q_3$ = 29, and maximum = 34), draws the box and whiskers, and includes an axis label and title.<br>  <br><br>**This question is a possible sample of a Graphic Response Item Display (GRID) technology –enhanced item.** |
| 3 | B |

# 6th Grade –MAFS Spiral Review Packet – Answer Key

| | MAFS.6.SP.2.5a, b, c, d |
|---|---|
| 1 | Part A: 5<br>Part B:<br>The mean of the lengths of the insects measured by the science class is 5/8 , which is greater than the mean length of adults of that type.<br><br>Sub-Standard: a & b |
| 2 | A<br><br>Sub-Standard: b |
| 3 | B<br><br>Sub-standard: c |

| | MAFS.6.SP.2.5a, b, c, d – Practice |
|---|---|
| 1 | A<br><br>Sub-Standard: b |
| 2 | C<br><br>Sub-standard: c |
| 3 | A<br><br>Sub-Standard: d |