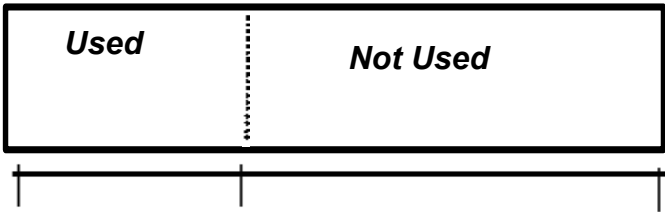


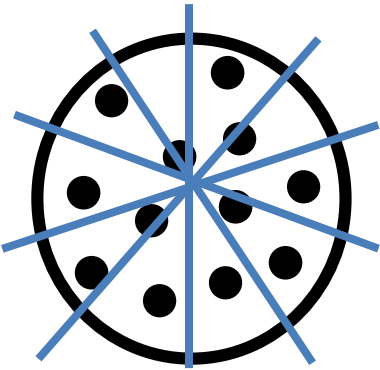
Grade 6 Post-Test Teacher Scoring Instructions and Answer Key 


Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

Objective/Needs	Solutions
<p>NY-6.RP.3d – Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>1-Award 1 point for the correct answer</p>	<p>1. There are 10 dimes in a dollar. Which proportion could be used to convert 25 dollars into dimes?</p> <p>A $10/1 = x/25$</p> <p>B $10/1 = 25/x$</p> <p>C $25/1 = 10/x$</p> <p>D $25/x = 1/10$</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>ANSWER: A</p> <p>STRATEGIES: Think about the relationship between dimes and dollars. Use the words to set up a ratio for dimes to dollars. Try each answer.</p> <p>$\frac{\text{Dimes}}{\text{Dollars}} = \underline{\hspace{2cm}}$ OR $\frac{\text{Dollars}}{\text{Dimes}} = \underline{\hspace{2cm}}$</p> </div>
<p>NY-6.RP.3c – Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent.</p> <p>2-Award 1 point for <i>both</i> the correct answer and showing a reasonable strategy</p>	<p>2. Mr. Sanchez bought a bag of seed. He planted 25% of the seeds from the bag. What percent of the bag still has seeds left to plant? Show your work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>ANSWER: 75%</p> <p>STRATEGIES: Draw diagram to portion the "bag" into percent used and not use Understand that the whole equals 100% so can add up or subtract to find the percent not used. $25\% + x = 100\%$ OR $100\% - 25\% = x$</p> </div> <div style="text-align: center; margin-top: 20px;">  <p style="text-align: center;">0% 25% 100%</p> </div>



<p>NY-6.RP.3c – Find a percent of a quantity as a rate per 100.</p> <p>3a-Award 1 point for the fractional part</p> <p>3b-Award 1 point for the percentage</p> <p>3b-Award 1 point for explanation</p>	<p>3. Ella and 9 friends shared the pizza pictured below.</p>  <p>3a. What fractional part of the pizza did each of the friends receive?</p> <p>ANSWER 3a = 1/10</p> <p>3b. What percent of the pizza did each of the friends receive?</p> <p>ANSWER 3b = 10%</p> <p>3c. Explain your strategy for finding the percent.</p> <p>ANSWER 3c needs to be written in complete sentences and refer to finding both the fraction and the percent.</p>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>4-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>4. Mrs. Cantu paid \$90 for a hotel room when she stayed in Helena, MT. If she paid a hotel tax of 7%, how much tax did she pay? Show your work.</p> <p>ANSWER: \$6.30 tax</p> <p>STRATEGY: This is a one-step solution. Multiply to apply the 7% to \$90 and solve for \$90 x .07 = \$6.3 Need to write final answer in money format as \$6.30</p>
<p>NY-6.RP.1 – Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>5-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>5. Katrina hit home runs an average ratio of 3:5 times at bat. Using that ratio, if she batted 20 times, how many home runs would she be expected to hit? Show your work.</p> <p>ANSWER: 12 home runs</p> <p>STRATEGY: Diagram the relationship of home runs to times at bat in the ratio. Write the new ratio with X on the home run side and 20 on the times at bat side. Solve for the equivalent fraction. $5 \times 4 = 20$, so $3 \times 4 = X$</p> $\frac{\text{Homeruns}}{\text{Times at Bat}} = \frac{3}{5} = \frac{x}{20}$

<p>NY-6.RP.3b – Solve unit rate problems. Note: Problems may include unit pricing and constant speed.</p> <p>6-Award 1 point for both the correct answer and showing a reasonable strategy</p>	<p>6. Mrs. Petra noticed the sign below at the market. How much would she pay for 1 pound of pears at that rate? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Today's Special! Pears 6 pounds for \$4</p>  </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: For 1 pound: \$0.66 (not rounded) or \$0.67 (rounded) Both are correct for this question.</p> <p>STRATEGIES: Diagram the relationship of cost (or dollars) to pounds. Write the ratio using the numbers from the advertisement.</p> <p>Write the new ratio with X for the cost or dollars and 1 for pounds.</p> <p>Multiply across the ratio $\\$4 \times 1 = 6 \times X$ $\\$4 = 6X$ $\\$4/6 = X$</p> </div> <div style="margin-top: 10px;"> $\frac{\text{Cost}}{\text{Pounds}} = \frac{\\$4}{6} = \frac{x}{1}$ </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>7a -Award 1 point for the correct answer</p> <p>7b–Award 1 point for showing a reasonable strategy</p>	<p>7. Margo put \$175 in the bank and left it there for one year. She didn't withdraw or deposit any money in the account. Her bank pays her 5% yearly interest. How much money will she have in her account at the end of the year? Show your strategy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>7a. ANSWER: \$183.75 at the end of the year</p> <p>7b. STRATEGIES: Award point for any reasonable strategy, such as: Finding 5% of \$175, then adding to the original \$175 for the year-end total. Or the student might know that \$175 represents 100%. Adding 100% + 5% to know the year total is 105% of \$175. Convert to decimal and solve for $1.05 \times \\$175$.</p> </div>
<p>NY-6.NS.3 – Fluently add, subtract, multiply, and divide multi-digit decimals and NY-6.RP.3b – Solve unit rate problems.</p> <p>8-Award 1 point for both the correct answer and for showing a reasonable strategy</p>	<p>8. Elliot's lunch bill was \$7.25 including tax. He wants to give the waitress a 15% tip. How much money will he need to pay the bill and leave the tip? Show your work.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ANSWER: \$8.34 to pay both the bill and tip</p> <p>STRATEGIES: Need to find total cost, not just the tip and convert percents to decimals. Solve for the tip first, then add to the bill for the total. $\\$7.25 + (.15 \times 7.25)$ OR convert the lunch bill to 100% added to the 15% tip to solve for the total bill. $1.15 \times \\$7.25$</p> </div>