



**Practice Test Answer and Alignment Document**  
**Mathematics – Grade 7**  
**Pencil-and-Paper**

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

**Unit 1**

Item Number	Answer Key	Evidence Statement Key/Content Scope
1.	B, D	7.NS.1c-1
2.	34.65	7.NS.3
3.	A, C, D	7.RP.2d
4.	D	7.EE.1
5.	C	7.NS.2b-2
6.	A, B, E	7.EE.2
7.	D	7.RP.2b
8.	-54	7.NS.3
9.	B	7.NS.1a
10.	2.25	7.EE.4a-1

11.	C, E	7.RP.2b
12.	A, C, D	7.NS.2a-1
13.	C, D	7.EE.4a-2
14.	0.75	7.RP.2c
15.	B, D, F	7.NS.1d
16.	A, D, E	7.EE.1
17.	B	7.SP.1
18.	Part A: 21 Part B: 30.21	7.RP.3-2
19.	See rubric	7.D.1/7.EE.4
20.	B, C, D, E	7.G.3
21.	B	7.SP.7a

## Unit 2

Item Number	Answer Key	Evidence Statement Key/Content Scope
22.	B	7.SP.6
23.	Part A: B Part B: 7	7.EE.4a-1
24.	Part A: 4 Part B: 5 Part C: 17 Part D: A	7.RP.3-2
25.	See rubric	7.C.7.3/7.NS.3
26.	C	7.RP.1
27.	See rubric	7.D.3/7.RP.2
28.	Part A: See rubric Part B: See rubric	7.C.8/6.NS.6
29.	Part A: 12.5 Part B: 0.8	7.G.1

### Unit 3

Item Number	Answer Key	Evidence Statement Key/Content Scope
30.	C	7.RP.1
31.	Part A: D Part B: 0.36	7.SP.8c
32.	See rubric	7.C.2/ 7.NS.1
33.	B	7.SP.4
34.	Part A: C Part B: D	7.G.4-1
35.	Part A: see rubric Part B: see rubric	7.D.2/6.RP.2, 6RP.3, and 6.EE.9
36.	A, E	7.RP.2a
37.	Part A: see rubric Part B: see rubric	7.C.4/ 7.RP.2
38.	Part A: B Part B: C	7.EE.3

Rubrics start on the next page.

**Unit 1 #19 Rubric**

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Correct number of minutes Sal jogged each day and correct number of minutes Elena jogged each day</li> <li>• Valid work or explanation for the number of minutes Sal jogged each day</li> <li>• Valid work or explanation for the number of minutes Elena jogged each day</li> </ul> <p>Sample Student Response:                      For Sal:  <math>5x + 25 = 240</math>  <math>5x = 215</math>  <math>x = 43</math>                      Sal jogged 43 minutes each day.</p> <p>For Elena:  <math>5(x + 15) = 300</math>  <math>x + 15 = 60</math>  <math>x = 45</math>                      Elena jogged 45 minutes each day.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

**Unit 2 #25 Rubric**

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Identifies the step with the first error, Step 2</li> <li>• Correct strategy for evaluating the expression</li> <li>• Provides correct value of the expression, 185</li> </ul> <p>Sample Student Response:                      The first error was in step 2. The correct steps are:</p>

	$2(-20) + 3\left(\frac{5}{4}(-20)\right) + 5\left(\frac{2}{5}(50)\right) + 4(50)$ step 1: $2(-20) + 3(-25) + 5(20) + 4(50)$ step 2: $-40 - 75 + 100 + 200$ step 3: $-115 + 300$ step 4: 185
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

Unit 2 #27 Rubric	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Approximation of the number of plants per square foot</li> <li>• Explanation of how the approximation was determined</li> <li>• Correct equation using the approximation</li> </ul> <p>Sample Student Response:</p> <p>To find the approximate number of plants that grew per square foot, I divided the total number of plants that grew by the total amount of square feet in the four sections.  <math>160 \div 400 = 0.4</math>  The equation that represents the relationship is <math>y = 0.4x</math>.</p> <p>Note: Accept credit for other valid methods to determine the approximate number of plants that grew per square foot. Also, the rate of change value in the equation should equal the approximation given by the student.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

Unit 2 #28 Rubric Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> <li>• Correct location of point Q, <math>\frac{-5}{2}</math> or <math>-2\frac{1}{2}</math></li> <li>• Valid explanation of how the location of point Q was</li> </ul>

	<p>determined</p> <p>Sample Student Response:</p> <p>Point <math>Q</math> is located at <math>-\frac{5}{2}</math> or <math>-2\frac{1}{2}</math> on the number line. I found this location because point <math>Q</math> is the opposite of point <math>P</math>, so they are located the same distance from 0, but on the opposite side of 0 on the number line.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

**Unit 2 #28 Rubric Part B**

<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> <li>• Explanation of why student's claim is incorrect</li> <li>• Correct inequality comparing points <math>P</math> and <math>S</math>, <math>\frac{5}{4} &lt; \frac{5}{2}</math></li> </ul> <p>Student Sample Response:</p> <p>The student's claim is not correct because fourths are less than halves, so <math>\frac{5}{4}</math> is less than <math>\frac{5}{2}</math>, therefore, <math>\frac{5}{4}</math> is located to the left of <math>\frac{5}{2}</math>.</p> <p>Inequality: <math>\frac{5}{4} &lt; \frac{5}{2}</math></p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

**Unit 3 #32 Rubric**

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Valid statement about the value of <math>x</math></li> <li>• Valid explanation about the statement regarding the value of <math>x</math></li> <li>• Valid example, using numbers, that supports the explanation</li> </ul> <p>Sample Student Response:</p> <p>I know that <math>5 + (-5) = 0</math>. Then, 5 plus any number less than <math>-5</math> will</p>

	be negative. So, the value of $x$ must be less than $-5$ if $n$ is a negative number ( $x < -5$ can be used as the statement). An example that shows this is true is $5 + (-6) = -1$ , and this works for any number less than $-5$ .
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Unit 3 #35 Rubric Part A

Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Explanation of how to find the amount of money received for any number of work-related miles driven</li> <li>• Correct amount of money received for each work-related mile driven, \$0.51</li> <li>• Correct equation based on the explanation given</li> </ul> <p>Sample Student Response:</p> <p>Since the table shows a proportional relationship, I can divide the amount of money received by the distance driven for any of the rows in the table. The worker receives \$0.51 for each work-related mile driven. The equation that represents this is <math>y = 0.51x</math> (or equivalent).</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Unit 3 #35 Rubric Part B

Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Correct number of work-related miles driven, 63</li> <li>• Correct percent of total miles driven: 47% (or correct calculation based on incorrect number of work-related miles driven)</li> <li>• Correct explanation given or work shown</li> </ul> <p>Sample Student Response:</p> <p>The percent of total miles is found by dividing the work-related miles</p>

	<p>driven by the total number of miles driven. So, I must first determine the total number of miles that were work-related. I can use my equation from Part A to find the answer.</p> $32.13 = 0.15x$ $x = \frac{32.13}{0.51} = 63$ $\frac{63}{134} \times 100 \approx 47\%$
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### Unit 3 #37 Rubric Part A

Score	Description
<b>1</b>	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• Correct explanation of why the graph represents a proportional relationship</li> </ul> <p>Sample Student Response:</p> <p>The graph represents a proportional relationship between the variables <math>d</math> and <math>t</math> because the ratio of <math>d</math> to <math>t</math> is always the same number.</p>
<b>0</b>	Student response is incorrect or irrelevant.

### Unit 3 #37 Rubric Part B

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> <li>• Correct identification of the relationship of distance and time as proportional for the white car and not proportional for the red car</li> <li>• Correct explanation, using the table, of why each relationship is proportional or not proportional</li> <li>• Correct explanation of how the graph of each relationship would support the previous answer</li> </ul> <p>Sample Student Response:</p> <p>The relationship between distance and time is proportional for the white car, but not proportional for the red car. The ratio of miles traveled to hours traveled for the white car is the same for each row (55 miles per hour). The ratio of miles traveled to hours traveled for the red car is not the same for each row</p>



	<p>(<math>\frac{77}{1} = 77</math>, and <math>\frac{122}{2} = 61</math> ). The graph of the white car relationship would form a straight line that passes through the origin, so this supports my answer that it is a proportional relationship. The graph of the red car relationship would also pass through the origin, but does not form a straight line. This also supports my answer that the red car relationship is not a proportional relationship.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.