

Example Item 3E.1a (Grade 6)

Primary Target 3E (Content Domain EE), Secondary Target 1F (CCSS 6.EE.B), Tertiary Target 3C

Emma was solving the equation $t - 4 = 16$. She said, "I'm looking for a number t that is 4 less than 16. So $t = 12$."

Which statement best describes the flaw in Emma's reasoning?

- A. Emma's answer is right but she should just subtract 4 from both sides of the equation.
- B. Emma's answer is wrong but she thought about the equation correctly.
- C. Emma is confused about which number the 4 is being subtracted from.
- D. Emma should subtract the 16 from the 4 instead of 4 from the 16.

Rubric: (1 point) The student selects the correct analysis of the flaw in reasoning (C).

Response Type: Multiple choice, single correct response

Example Item 3E.1b (Grade 7)

Primary Target 3E (Content Domain RP), Secondary Target 1A (CCSS 7.RP.A), Tertiary Target 3C

Dena is trying to solve this problem:

A store has a sale where every item has a sale price that is 20% less than the regular price. Write an expression that represents the sale price of an item if the regular price is p dollars.

Dena said, "To find 20% of a number, I should multiply by 0.20. So the sale price of an item will be $0.20p$."

Which statement best describes Dena's reasoning?

- A. Dena is correct.
- B. Dena needs to subtract $0.20p$ from the regular price, p .
- C. Dena should calculate the sale price as $20p$ and then divide by 100.
- D. Dena is trying to solve an impossible problem because it doesn't say what the regular price is.

Rubric: (1 point) The student selects the statement that represents correct reasoning (B).

Response Type: Multiple choice, single correct response