

**Ohio Achievement Test  
Grade 7 Mathematics**

**March 2005**

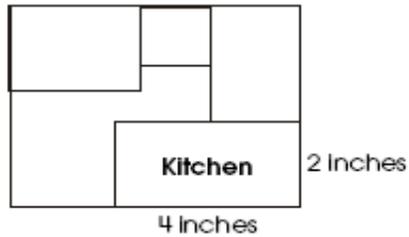
**Answer Key  
and  
Scoring Guidelines**

**Grade 7 Mathematics  
Answer Key  
March 2005**

<b>Item No.</b>	<b>Type</b>	<b>Content Standard</b>	<b>Content Standard Benchmark</b>	<b>Key</b>
1	Multiple Choice	Number, Number Sense and Operations	I	C
2	Multiple Choice	Geometry and Spatial Sense	G	B
3	Multiple Choice	Patterns, Functions and Algebra	B	B
4	Multiple Choice	Data Analysis and Probability	K	A
5	Multiple Choice	Number, Number Sense and Operations	E	B
6	Short Answer	Measurement	E	2 pt rubric
7	Multiple Choice	Patterns, Functions and Algebra	K	C
8	Multiple Choice	Geometry and Spatial Sense	E	D
9	Multiple Choice	Data Analysis and Probability	A	D
10	Multiple Choice	Geometry and Spatial Sense	E ; J	D
11	Short Answer	Patterns, Functions and Algebra	J	2 pt rubric
12	Multiple Choice	Number, Number Sense and Operations	H	D
13	Multiple Choice	Measurement	A	A
14	Multiple Choice	Data Analysis and Probability	G	D
15	Multiple Choice	Patterns, Functions and Algebra	D	A
16	Extended Response	Number, Number Sense and Operations	I	4 pt rubric
17	Multiple Choice	Measurement	B	D
18	Multiple Choice	Geometry and Spatial Sense	G	D
<b>19-24</b>	<b>Field test questions not used in student score</b>			
25	Multiple Choice	Patterns, Functions and Algebra	G	D
26	Short Answer	Measurement	G	2 pt rubric
27	Multiple Choice	Data Analysis and Probability	B ; A	A
28	Multiple Choice	Number, Number Sense and Operations	H, I	A
29	Multiple Choice	Patterns, Functions and Algebra	F	C
30	Multiple Choice	Data Analysis and Probability	F	B
31	Extended Response	Geometry and Spatial Sense	I	4 pt rubric
32	Multiple Choice	Measurement	C	B
33	Multiple Choice	Number, Number Sense and Operations	I	B
34	Multiple Choice	Patterns, Functions and Algebra	E ; B	B
35	Multiple Choice	Data Analysis and Probability	K	D
36	Short Answer	Data Analysis and Probability	F	2 pt rubric
37	Multiple Choice	Number, Number Sense and Operations	I	A
38	Multiple Choice	Measurement	D	C
39	Multiple Choice	Data Analysis and Probability	I	A
40	Multiple Choice	Patterns, Functions and Algebra	L	A
41	Short Answer	Number, Number Sense and Operations	H	2 pt rubric
42	Multiple Choice	Geometry and Spatial Sense	D	C
43	Multiple Choice	Geometry and Spatial Sense	G ; J	A
44	Multiple Choice	Measurement	F	B
45	Multiple Choice	Patterns, Functions and Algebra	B	D

Limited = 0-9; Basic = 10-16; Proficient = 17-29; Accelerated = 30-37; Advanced = 38-50  
Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points

6. A drawing for a house uses the scale of  $\frac{1}{4}$  inch = 1 foot.



For question 6, respond completely in your **Answer Document**. (2 points)

The dimensions of a kitchen on the drawing are 2 inches by 4 inches.

In your **Answer Document**, determine the actual dimensions of the kitchen. Show or describe how you found the length and width. Label your answer with appropriate units.

### Scoring Guidelines

Points	Student Response
2 point	<p><b>Sample Response:</b></p> <ul style="list-style-type: none"> <li><math>\frac{1}{4}</math> Inch = 1 foot, therefore 1 inch = 4 feet, so <math>4 \times 2 = 8</math>, and <math>4 \times 4 = 16</math> . Dimension of kitchen is 8 feet by 16 feet.</li> <li><math>\frac{1}{4}</math> inch = 1 foot; <math>\frac{1}{2}</math> inch = 2 feet, <math>\frac{3}{4}</math> inch = 3 feet, 1 inch = 4 feet. So length = <math>4 \times 4 = 16</math> feet and width = <math>2 \times 4 = 8</math> feet</li> <li><math>\frac{1}{4}</math> inch = 1 foot; <math>\frac{1}{4}</math> inch = 12 inches; 1 inch = 48 inches; length = <math>48 \times 4 = 192</math> inches; width = <math>48 \times 2 = 96</math> inches.</li> <li><math>\frac{1}{4} = \frac{2}{x}</math> so <math>x = 8</math> feet = width AND <math>\frac{1}{4} = \frac{4}{y}</math> so <math>y = 16</math> feet = length</li> </ul> <p>The focus of the task is solving problems involving scale factors. The response includes the correct dimensions of the kitchen AND includes work or an explanation that shows how to find the length and width. Answers are labeled with the appropriate units.</p>
1 point	<p>The response provides partial evidence of solving problems involving scale factors; however, the solution is incomplete or slightly flawed.</p> <p><b>Sample Response:</b> The response may:</p> <p>Provide a calculation error with correct set up: <math>4 + \frac{1}{4} = 1</math> .</p> <ul style="list-style-type: none"> <li>Provide an incorrect set up, but correct follow through: <math>\frac{1}{4} + 4 = 16</math> .</li> <li>Provide the correct answer with insufficient or no supporting work <b>or</b> explanation.</li> </ul>
0 point	<p>The response provides inadequate evidence of solving problems involving scale factors. The response will provide major flaws in reasoning or irrelevant information.</p>

11. Sal is hosting a party for 50 people. He will have people sit at a long line of tables. Each table can seat 4 people, plus one person can sit at each end of the line of tables, as shown.



Sal uses this formula to find the number of people ( $p$ ) who can sit at any number of tables ( $t$ ).

$$p = 4t + 2$$

In your **Answer Document**, use the formula to find the number of tables he will need to seat 50 people. Show all steps you use to find the answer.

For question 11, respond completely in your **Answer Document**. (2 points)

### Scoring Guidelines

Points	Student Response
2 point	<p><b>Sample Response:</b></p> <ul style="list-style-type: none"> <li>Twelve tables are needed.</li> </ul> $p = 4t + 2$ $50 = 4t + 2$ $\begin{array}{r} -2 \quad -2 \\ \hline 48 = 4t \end{array}$ $\frac{48}{4} = \frac{4t}{4}$ $t = 12$ <ul style="list-style-type: none"> <li>Sal needs 12 tables.</li> </ul> $50 = 4t + 2 \quad \text{subtract two from each side}$ $48 = 4t \quad \text{divide each side by 4}$ $12 = t$ <p><b>NOTE:</b> Response may show evidence of using guess-and-check method with identification (circle, underline, etc.) of the correct answer, e.g., “Sal needs 12 tables.”</p> <p>The focus of the task is using a formula to solve a problem. The response includes a method of solving the given formula and appropriate steps resulting in the correct solution.</p>
1 point	<p>The response provides partial evidence of using a formula to solve a problem; however, the solution is incomplete or slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>Substitute 50 in for <math>t</math> and solve for <math>p</math></li> </ul> $p = 4t + 2$ $p = (4 \times 50) + 2$ $p = 200 + 2$ $p = 202$

	<ul style="list-style-type: none"> <li>Misunderstand multiplication and uses inverse operation of subtraction</li> </ul> $4t + 2 = 50$ $50 - 2 = 48$ $4t = 48$ $48 - 4 = t$ $t = 44$ <ul style="list-style-type: none"> <li>Add 2 instead of subtracting</li> <li><math>4t + 2 = 50</math>, <math>4t = 52</math>, <math>52/4 = 13</math>. <math>t = 13</math></li> <li>State 12 tables without using the formula.</li> </ul>
0 point	<p>The response provides inadequate evidence of using a formula to solve a problem. The response provides major flaws in reasoning or irrelevant information.</p> <p><b>Sample Response</b></p> <p>The response may:</p> <ul style="list-style-type: none"> <li>State that he needs 50 tables.</li> <li>Be blank or make unrelated statements.</li> <li>Copy information from the stem.</li> </ul>

16. John has a \$100 budget to buy sandwich meat and cheese for a picnic. His shopping list and the prices at the deli are shown in the table. There is no tax on these food products.

<b>Shopping List</b>
6 lbs. of Turkey
? lbs. of Salami
5 lbs. of Roast Beef
6 lbs. of Cheese

<b>Deli Prices</b>
Turkey.....3 lbs. for \$13
Salami.....2 lbs. for \$9
Roast Beef.....1 lb. for \$5
Cheese.....2 lbs. for \$8

In your **Answer Document**, determine how many pounds of salami John can buy after he purchases the turkey, roast beef and cheese that he needs. Be sure that John stays within his budget. Show or describe all the steps you use to find the number of pounds he can buy.

For question 16, respond completely in your **Answer Document**. (4 points)

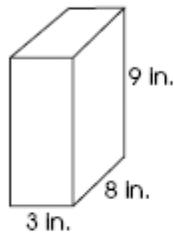
When John gets to the deli he finds that the cheese is on sale for \$2.50 per pound. Write how you can determine how many additional pounds of salami John can now purchase and still stay within his budget.

### Scoring Guidelines

<b>Points</b>	<b>Student Response</b>
4 point	<p><b>Sample Response:</b></p> <p>Turkey: 6 lb @ 3 lb/ \$13.00  <math>6/3 = 2</math> <math>2 \times \\$13.00 = \\$26.00</math>            Roast Beef: 5 lb @ \$5.00 / 1 lb <math>5 \times \\$5.00 = \\$25.00</math>            Cheese: 6 lb @ \$8.00 / 2 lb <math>6/2 = 3</math> <math>3 \times \\$8.00 = \\$24.00</math>  <math>\\$26 + \\$25 + \\$24 = \\$75</math>  <math>\\$100 - \\$75 = \\$25</math>. \$25 remaining for salami            Salami: \$9.00 / 2 lbs. = \$4.50 / 1 lb  <math>\\$25/\\$4.50 = 5.56</math> lbs. (5.5 lbs. is also an acceptable response).            Cheese on sale: 6 lb @ \$2.50 / 1 lb = <math>6 \times \\$2.50 = \\$15.00</math>            New subtotal: \$66.00, \$34.00 remaining Salami: <math>\\$34/\\$4.50 = 7.56</math> lbs. (7.5 lbs. is also an acceptable response). He can buy 2 additional pounds of salami.</p> <p><b>NOTE:</b> acceptable ranges for salami: 5-5.56 pounds without sale, 2 additional pounds of salami or 7-7.56 total pounds with sale. Response may state or show that John can buy 6 pounds of salami with the cheese on sale, because salami comes in 2-pound packages. John can buy 4 pounds of salami without the sale since salami comes in 2-pound packages.</p> <p>The focus of the task is solving problems using the appropriate form of fractions, decimals or percents. The response provides accurate calculations to determine how many pounds of salami John can buy while staying within his budget AND how many pounds of salami he can buy after he realizes that the cheese is on sale.</p>
3 point	<p>The response provides clear evidence of solving problems using the appropriate form of fractions, decimals or percents; however, the solution may be incomplete or slightly flawed.</p>

	<p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Provide calculations to determine how many pounds of salami John can buy while staying within his budget AND provides calculations to determine how many pounds of salami he can buy after he realizes that the cheese is on sale. There may be minor errors.</li> <li>• Make a calculation error for one item which throws off the remaining calculations.</li> <li>• Provide a complete correct solution with minimal support. For example: John will spend a total of \$75 on the first 3 items. That leaves him with \$25 to spend on Salami, which buys him about 5 lbs of salami. With the cheese on sale, he can get about 7 lbs of salami.</li> </ul>
2 point	<p>The response provides partial evidence of solving problems using the appropriate form of fractions, decimals or percents; however, the solution is incomplete or slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Provide flawed calculations for the amount of salami John can buy while staying within his budget AND provide flawed calculations for the amount of salami he can buy after he realizes that the cheese is on sale.</li> <li>• Provide a complete solution to determine how many pounds of salami John can buy while staying within his budget but not take into account the sale price of the cheese.</li> </ul>
1 point	<p>The response provides minimal evidence of solving problems using the appropriate form of fractions, decimals or percents; however, the solution is incomplete or flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Provide flawed calculations of determining how many pounds of salami John can buy while staying within his budget OR flawed calculations after John realizes that the cheese is on sale.</li> <li>• Provide the cost of the turkey, roast beef and cheese that can be purchased; but, does not include anything about the salami.</li> <li>• Provide the correct amount of salami before (5 pounds) OR after the sale on cheese (2 more pounds) OR state the total amount of salami (7 pounds) but, does not show supporting work.</li> </ul>
0 point	<p>The response provides inadequate evidence of solving problems using the appropriate form of fractions, decimals or percents. The response will provide major flaws in reasoning or irrelevant information.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> <li>• State that John doesn't buy salami because no one really likes salami.</li> <li>• Be blank or make unrelated statements.</li> <li>• Recopy information from the stem.</li> </ul>

26. A company needs to create a box shaped like a rectangular prism. The volume must be 216 cubic inches, but the surface area needs to be as small as possible. One possible box is shown.



**Box A**

For question 26, respond completely in your **Answer Document**. (2 points)

In your **Answer Document**, sketch or describe a different box that has the same volume as Box A, and a surface area less than that of Box A. Show work or provide an explanation to verify that the new box meets the criteria.

### Scoring Guidelines

Points	Student Response
2	<p>Sample Correct Responses:</p> <ul style="list-style-type: none"> <li>The box is a rectangular prism with length 4, width 6 and height 9. Volume <math>4 \times 6 \times 9 = 216</math> cubic in. Surface area: <math>2(4)(9) + 2(4)(6) + 2(9)(6) = 228</math> sq in. This is less than the surface area of Box A, which is: <math>2(3)(9) + 2(3)(8) + 2(9)(8) = 246</math> sq in.</li> <li>The box is a cube with height, length and width all equal to 6 inches. The volume of this cube will be 216 cubic inches (<math>6 \times 6 \times 6</math>) and the surface area is <math>2(6 \times 6) + 2(6 \times 6) + 2(6 \times 6) = 216</math> square inches. This is less than the surface area of Box A, which is: <math>2(3)(9) + 2(3)(8) + 2(9)(8) = 246</math> sq in.</li> </ul> <p>The focus of the task is to understand the difference between surface area and volume and that objects may have the same volume but different surface areas. The response includes an appropriate sketch or description of a different box that has the same volume, 216 cubic inches, but a smaller surface area than Box A. The response shows work or provides an adequate explanation to verify that the box has the same volume but a smaller surface area. A sketch and dimensions may or may not be provided.</p>
1	<p>The response provides partial evidence of understanding the difference between surface area and volume and that objects may have the same volume but different surface areas; however, the solution may be incomplete or slightly flawed.</p> <p>For example, the response may:</p> <ul style="list-style-type: none"> <li>Include an appropriate drawing or description of a different box with dimensions that result in the same volume with greater surface area or without stating surface area.</li> <li>Provide an adequate explanation but minor calculation errors contribute to a volume that is not equal to 216 or a surface area that is not less than 246.</li> </ul>
0	<p>The response provides inadequate evidence of understanding the difference between surface area and volume and that objects may have the same volume but different surface areas. The response provides major flaws in reasoning or irrelevant information.</p>

For example, the response may:

- Draw a box with length 200, height 8 and width 8.  $200 + 8 + 8 = 216$ .
- Draw the box from the problem.
- Draw a figure that is not three-dimensional.
- Be blank or make unrelated statements.
- Recopy information from the stem.

31. A cone with a height of 7 inches and a base with a diameter of 3 inches is standing on its base. A cylinder with a height of 7 inches and a base with a diameter of 3 inches is also standing on its base next to the cone.

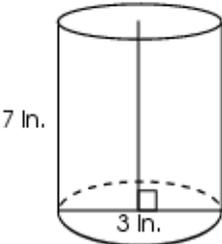
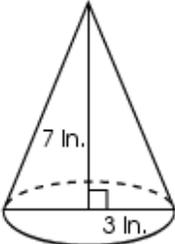
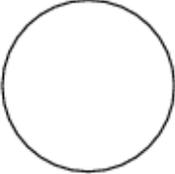
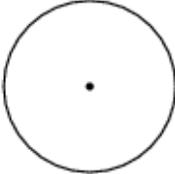
In your **Answer Document**, draw a sketch of the cone and the cylinder. Label the dimensions.

Describe how the cone and the cylinder will look when each object is viewed from the top. Draw and label sketches of this top-view perspective.

Now describe how the cone and the cylinder will look when each object is viewed from the front. Draw and label sketches of this front-view perspective.

For question 31, respond completely in your **Answer Document**. (4 points)

### Scoring Guidelines

Points	Student Response
4 point	<p><b>Sample Response:</b></p> <p><b>Sketch:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Cylinder</b></p>  </div> <div style="text-align: center;"> <p><b>Cone</b></p>  </div> </div> <p><b>Top:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Cylinder</b></p>  </div> <div style="text-align: center;"> <p><b>Cone</b></p>  </div> </div> <p><b>Front:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Cylinder</b></p>  </div> <div style="text-align: center;"> <p><b>Cone</b></p>  </div> </div> <p>They will both look like circles from the top. The cylinder will look like a rectangle from the front and the cone will look like a triangle from the front.</p>

	<p><b>NOTE:</b> Top of cone drawing may or may not include vertex.</p> <p>The focus of this task is drawing three-dimensional geometric objects from different views. The response provides an accurate three-dimensional sketch of the cone and cylinder, with heights and diameters clearly labeled; drawings of the cone and cylinder from the top; and drawings of the cone and cylinder from the front. The front- and top- perspective drawings do not need dimensions. The response also includes a description of how the cone and cylinder look when viewed from the top and from the front.</p>
3 point	<p>The response provides clear evidence of drawing three-dimensional geometric objects from different views. However, the response might be slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Include three-dimensional sketches of a cone and cylinder with correctly labeled dimensions. Both drawings of cylinder (side and top) are correct. One of two drawings of cone (side OR top) are incorrect. It also provides two accurate descriptions.</li> <li>• Include three-dimensional sketches of a cone and cylinder with correctly labeled dimensions. Both drawings of cone (side and top) are correct. One of two drawings of cylinder (side OR top) are incorrect. It also provides two accurate descriptions.</li> <li>• Include three-dimensional sketches of a cone and cylinder that are correct but without labeled dimensions. Both drawings of cone and cylinder (sides and tops) are correct. It also provides two accurate descriptions.</li> <li>• Include three-dimensional sketches of a cone and cylinder that are not three-dimensional, but are labeled with dimensions. Both drawings of cone and cylinder (sides and tops) are correct. It also provide two accurate descriptions.</li> <li>• Include all correct drawings with labels but the descriptions are omitted or flawed.</li> <li>• Include correct and complete descriptions but one set of views is incorrectly drawn.</li> </ul>
2 point	<p>The response provides partial evidence of drawing three-dimensional geometric objects from different views. However, the response might be incomplete or slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Include all accurate drawings without labels or descriptions.</li> <li>• Include three-dimensional drawings that are incorrect and do not have dimensions, but the two-dimensional drawings for both shapes are correct.</li> <li>• Include correct drawing for one shape (e.g. cylinder) but not the other (e.g. cone).</li> <li>• Be incomplete with one perspective missing or incorrect, but includes description of a view or labeling of the 3-D perspective.</li> <li>• Include correct and complete drawings for two views and correct and complete descriptions for two views.</li> </ul>
1 point	<p>The response provides minimal evidence of drawing three-dimensional geometric objects from different views. However, the response might be incomplete or slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>• Show the three-dimensional sketch drawn correctly with or without dimensions but no drawings from different perspectives for either shape.</li> <li>• Show a drawing as complete and accurate for one shape or perspective but</li> </ul>

	there is no three-dimensional sketch for either, and the other shape has no drawing perspective.
0 point	<p>The response provides inadequate evidence of drawing three-dimensional geometric objects from different views. The response provides major flaws in reasoning or irrelevant information.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"><li>• Indicate two shapes that are neither cone nor cylinder, such as a sphere and a rectangular prism.</li><li>• Be blank or make unrelated statements.</li><li>• Recopy information from the stem.</li></ul>

36. Below are the total points scored by two players for six games.

	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6
Player A	45	88	90	86	92	98
Player B	50	78	65	62	74	72

The players are each allowed to drop their lowest score before their averages are calculated.

In your **Answer Document**, explain which player would benefit the most by dropping their lowest score.

For question 36, respond completely in your **Answer Document**. (2 points)

### Scoring Guidelines

Points	Student Response
2 point	<p><b>Sample Response:</b></p> <ul style="list-style-type: none"> <li>Player A would benefit most from dropping the lowest game score. The mean is 83.2 with the lowest score, but 90.8 without it. Player B's scores are all close together and the mean would be 66.8 with the lowest score, and 70.2 if the lowest score was dropped.</li> <li>Player A will benefit most (response includes an explanation that supports this conclusion). For example, Player A, because 45 is much lower than the rest of the scores.</li> </ul> <p>The focus of the task is analyzing a set of data by comparing means and describing how outliers affect the mean. Response provides a complete interpretation of which player would benefit most and an adequate explanation to verify the outcome. It demonstrates an understanding of the concept of how the lowest score (or outlier) impacts the mean.</p>
1 point	<p>The response provides partial evidence of analyzing a set of data by comparing means and explaining how outliers affect the mean; however, the solution is incomplete or slightly flawed.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>Drop the lowest score, but divide by 6 and chooses the correct player with an explanation based on the error.</li> <li>Provide an explanation based on comparing the average of Player A to the average of Player B.</li> <li>Give two correct averages but no, or wrong, explanation.</li> </ul>
0 point	<p>The response provides inadequate evidence of analyzing a set of data by comparing means and explaining how outliers affect the mean. The response will provide major flaws in reasoning or irrelevant information.</p> <p><b>Sample Response</b> The response may:</p> <ul style="list-style-type: none"> <li>Find the total points for one or both of the players, but does not find the average.</li> <li>Find the total points, minus the lowest score for one or both of the players.</li> <li>Be blank or make unrelated statements.</li> <li>Copy information from the stem.</li> </ul>

41. Alberto subtracts different negative integers from 13.

In your **Answer Document**, show three different examples of what Alberto does. Explain what happens when you subtract different negative integers from 13.

For question 41, respond completely in your **Answer Document**. (2 points)

### Scoring Guidelines

Points	Student Response
2 point	<p><b>Sample Response:</b></p> $13 - (-15) = 13 + 15 = 28$ $13 - (-1) = 13 + 1 = 14$ $13 - (-100) = 13 + 100 = 113$ <p>When you subtract negative integers from 13, the answer is a positive integer.</p> $13 - (-1) = 13 + 1 = 14$ $13 - (-100) = 13 + 100 = 113$ $13 - (-1000) = 13 + 1000 = 1013$ <p>When you subtract a negative integer it is the same as adding a positive. Show work and state that all answers are positive.</p> <p>The focus of the task is demonstrating and explaining the effect of subtracting a negative integer from a positive integer. Response includes examples of subtracting three different negative integers from 13 with solutions. The response also provides an explanation of the effect of subtracting negative integers from a positive integer, e.g., that subtracting a negative integer from 13 results in a positive integer that is greater than 13.</p>
1 point	<p>The response provides partial evidence of demonstrating and explaining the effect of subtracting negative integers; however, the solution is incomplete or slightly flawed.</p> <p><b>Sample Response:</b> The response may:</p> <ul style="list-style-type: none"> <li>• Include correct examples with solutions of subtracting two or three different integers from 13, but does not include an explanation or the explanation is flawed.</li> <li>• Include an adequate explanation, but the examples may be flawed or omitted.</li> <li>• Show <math>13 + +7 = 20</math> and explain that this is the same as subtracting a negative number.</li> <li>• Describe what happens when you subtract negative integers from 13 AND includes 0, 1 or 2 correct examples.</li> <li>• Include three correct examples of subtracting negative integers from a positive integer but doesn't use 13 and provides a valid explanation.</li> </ul> $2 - -5 = 7$
0 point	<p>The response provides inadequate evidence of demonstrating and explaining the effect of subtracting a negative integer from a positive integer. The response provides major flaws in reasoning or irrelevant information.</p> <p><b>Sample Response:</b> The response may:</p> <ul style="list-style-type: none"> <li>• Include no correct examples.</li> </ul>

	<ul style="list-style-type: none"><li>• Include a highly flawed explanation of the effect.</li><li>• Show <math>13 + (-3) = 16</math>.</li><li>• Show a result less than 13.</li><li>• Show one correct example and no explanation.</li><li>• Be blank or give unrelated statements.</li><li>• Copy information from the stem.</li><li>• Provide examples without solutions and an invalid or missing explanation.</li></ul>
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