

Tennessee Comprehensive Assessment Program

TCAP/CRA 2013



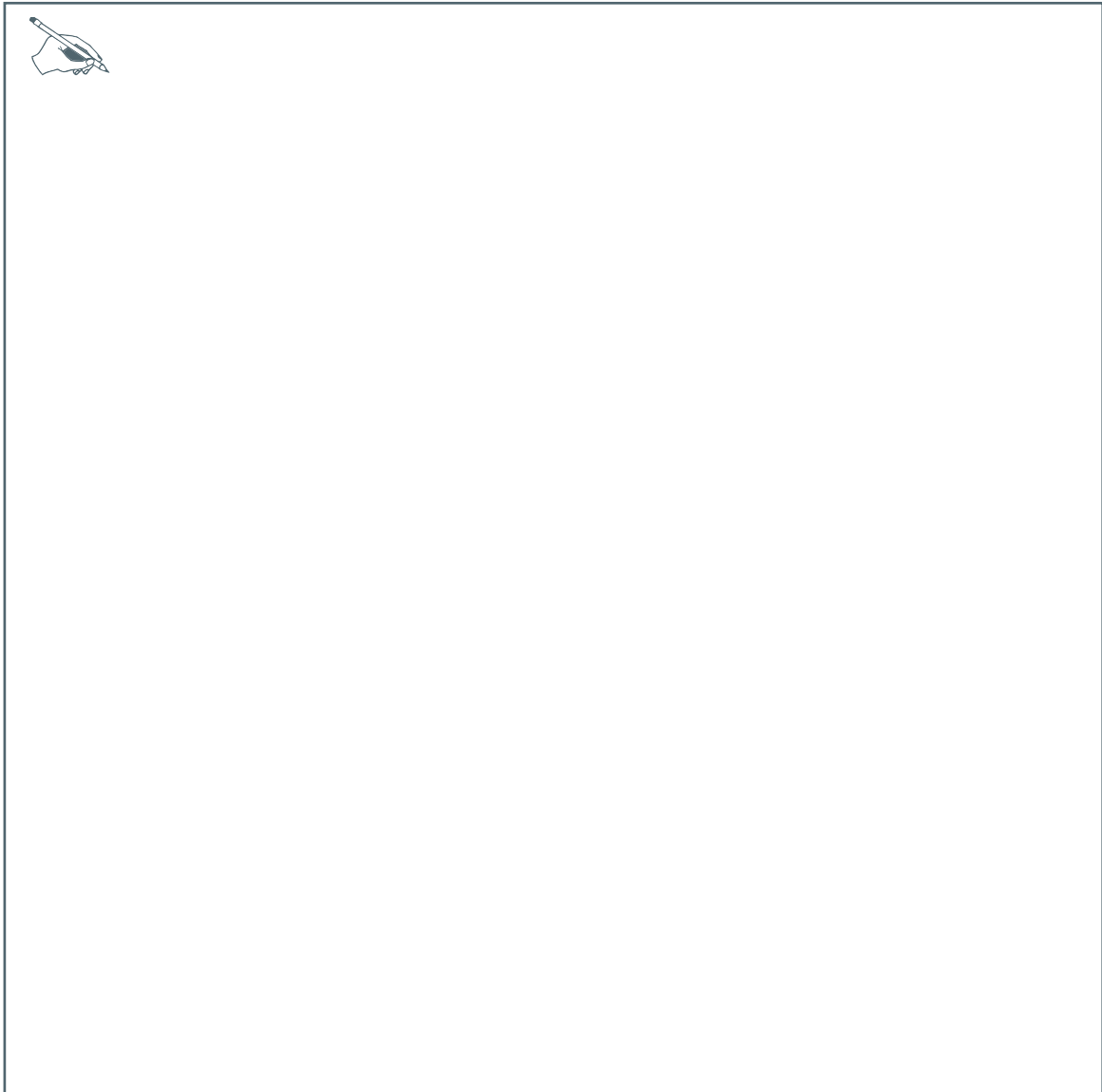
6

Task 3 Scoring Guide

Water Pumps Task

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15



3. Water Pumps Task Scoring Guide

The CCSS for Mathematical Content (3 points)

6.RP.A.1 Uses ratio language and/or reasoning to describe the relationship between water pumped and time. _____

(1 Point)

6.RP.A.3 Uses rate or ratio reasoning to show that the rates in part a are equivalent. May include minor arithmetic errors, and thus indicate the rates are not equivalent. The student may do this by: _____

- scaling all ratios up to a common ratio. May find the ratio of amount of time to amount of water.
- finding a common unit rate. May find the ratio of amount of time to amount of water.
- dividing water pumped by time or time by amount of water.
- describing any of the above in tables or in words; e.g., indicating that all ratios of water to time will scale up to the same ratio of 384:12, or scale down to 32:1. May use the ratio of time to amount of water.

(1 Point)

6.RP.A.3b Uses unit rate to determine the correct time in part b. The student may do this by: _____

- scaling the unit rate up, e.g., $\frac{15}{1} = \frac{30}{2} = \frac{60}{4}$.
- setting up and solving a proportion, e.g., $\frac{60}{T} = \frac{15}{1}$.
- dividing; e.g., $60 \div 15 = T$ or $60 \div T = 15$.
- finding the missing factor, e.g., $15 \times T = 60$.

(1 Point)

Total Content Points _____

The CCSS for Mathematical Practice (2 points)

MP4 Uses ratios, equations, and/or proportions to correctly model the relationships present in either table. _____

(1 Point)

(MP4: Model with mathematics.)

MP6 Accurately determines and communicates that the rate is the same for all three tests; does not provide any incorrect labels. _____

(1 Point)

(MP6: Attend to precision.)

Total Practice Points _____

Total Awarded Points _____

The CCSS for Mathematical Content Addressed in This Task

Understand ratio concepts and use ratio reasoning to solve problems.

- 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
- 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems; e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 6.RP.A.3b Solve unit rate problems, including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

The CCSS for Mathematical Practice*

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

*Gray text indicates Mathematical Practices that are not addressed in this task.


Students’ responses to a mathematical task provide evidence of what they understand and are able to do in relation to the standards and practices. Across tasks, this cumulative evidence shows students’ understanding and abilities within a domain. When students do not respond completely to all parts of a task, they provide insufficient evidence of their mathematical understanding and abilities and therefore do not fully demonstrate the expectations of the standards and practices aligned with that task.

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	


- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

 The water being pumped has the same rate for all three tests because the ratios $\frac{128 \text{ gallons of water}}{4 \text{ minutes}}$ is equal to $\frac{32 \text{ gal. of water}}{1 \text{ min.}}$ and $\frac{96 \text{ gal of water}}{1 \text{ min}} = \frac{32 \text{ gal of water}}{1 \text{ min.}}$ and $\frac{192 \text{ gal of water}}{6 \text{ min.}}$ is equal to $\frac{32 \text{ gal. of water}}{1 \text{ min.}}$. So they all pump 32 gallons of water per minute.

$$\frac{128 \text{ g.} \cdot 4}{4 \text{ min.} \cdot 4} = \frac{32 \text{ g.}}{1 \text{ min.}} \quad \frac{96 \text{ g.} \cdot 3}{3 \text{ min.} \cdot 3} = \frac{32 \text{ g.}}{1 \text{ min.}} \quad \frac{192 \text{ g.} \cdot 6}{6 \text{ min.} \cdot 6} = \frac{32 \text{ g.}}{1 \text{ min.}}$$

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15



It took 4 minutes to pump 60 gallons because the ratio $\frac{15 \text{ gal.}}{1 \text{ min}}$ is equal to $\frac{60 \text{ gal.}}{4 \text{ min.}}$.

$$\frac{15 \text{ gallons} \times 4}{1 \text{ minute} \times 4} = \frac{60 \text{ gallons}}{4 \text{ minutes}}$$

$$t = 4$$

Guide 1

Litho 682236

Total Content Points: 3 (6.RP.A.1, 6.RP.A.3, 6.RP.A.3b)

Total Practice Points: 2 (MP4, MP6)

In this response, the student uses ratio language in Part A to describe the relationship between the water pumped and time $\left(\frac{128 \text{ gallons of water}}{4 \text{ minutes}} \text{ is equal to } \frac{32 \text{ gal. of water}}{1 \text{ min.}}\right)$ (6.RP.A.1). This

student finds a common unit rate to prove that the rates are equivalent $\left(\frac{128}{4} = \frac{32}{1}, \frac{96}{3} = \frac{32}{1}, \frac{192}{6} = \frac{32}{1}\right)$ (6.RP.A.3). In Part B, the student scales up $\frac{15 \text{ gallons}}{1 \text{ minute}}$ to $\frac{60 \text{ gallons}}{t \text{ minutes}}$ to determine

the correct time of 4 minutes (6.RP.A.3b). The ratios shown in Part A and the proportion in Part B correctly model the relationships present in each table (MP4). The student accurately determines and clearly communicates that the rate is the same for all three tests in Part A and provides no incorrect labels (MP6).


Total Awarded Points: 5 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	

- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.



Test 1. $\frac{128 \text{ gal.}}{4 \text{ min.}} \rightarrow \frac{32 \text{ gal.}}{1 \text{ min.}}$


Test 2. $\frac{96 \text{ gal.}}{3 \text{ min.}} \rightarrow \frac{32 \text{ gal.}}{1 \text{ min.}}$

Test 3. $\frac{192 \text{ gal.}}{6 \text{ min.}} \rightarrow \frac{32 \text{ gal.}}{1 \text{ min.}}$

Yes, Pump A was working at the same rate.

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15


$$\frac{15 \text{ gal.}}{1 \text{ min.}}$$
$$\frac{60 \text{ gal.}}{4 \text{ min.}}$$
$$60 \div 15 = 4$$

Guide 2

Litho 682278

Total Content Points: 3 (6.RP.A.1, 6.RP.A.3, 6.RP.A.3b)

Total Practice Points: 2 (MP4, MP6)

In this response, the student uses ratio language to describe the relationship between the water pumped and time in Part A (e.g., $\frac{128 \text{ gal.}}{4 \text{ min.}} \rightarrow \frac{32 \text{ gal.}}{1 \text{ min.}}$) and also in Part B ($\frac{60 \text{ gal.}}{4 \text{ min.}}$, $\frac{15 \text{ gal.}}{1 \text{ min.}}$)

(6.RP.A.1). In Part A, the student uses rate reasoning by scaling all the ratios to $\frac{32 \text{ gal.}}{1 \text{ min.}}$

(6.RP.A.3). In Part B, the student uses unit rate to determine the correct time ($60 \div 15 = 4$)

(6.RP.A.3b). The ratios in Part A and Part B correctly model the relationship present in each table (MP4). The student accurately determines and clearly communicates that the rate is the same for all three tests in Part A and provides no incorrect labels (MP6).


Total Awarded Points: 5 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	


- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

 yes, they are the same rate because they are going up by 32 every 1 minute.

A-3b

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15

 it took four minutes
to pump 60 gallons in
pump B.

$$\begin{array}{r} 15 \overline{)60} \\ \underline{-60} \\ 0 \end{array}$$

Guide 3

Litho 686641

Total Content Points: 2 (6.RP.A.1, 6.RP.A.3b)

Total Practice Points: 2 (MP4, MP6)

In this response, the student uses ratio language in Part A (“going up by 32 every 1 minute”) (6.RP.A.1). However, the student provides insufficient evidence of rate/ratio reasoning to show why the test rates for the pump are equivalent (no credit for 6.RP.A.3). The student uses unit rate to determine the correct time in Part B $\left(\frac{60}{15} = 4\right)$ (6.RP.A.3b). This work in Part B also models the relationship between water pumped, time, and rate (MP4). Although work is not shown in Part A, the student accurately determines that the rate is the same for all three tests and does not provide any incorrect labels (MP6).

Total Awarded Points: 4 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	


- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

$4 \sqrt{128} = 32$
 $3 \sqrt{96} = 32$
 $6 \sqrt{192} = 32$

all 3 test were working
 on the same rate
 because $4 \sqrt{128} = 32$,
 $3 \sqrt{96} = 32$, and
 $6 \sqrt{192} = 32$ they
 all equal the
 same Rate per
 minute.

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15



~~60/15~~
 $5/60$

$\begin{array}{r} 15 \\ 4 \overline{) 60} \end{array}$

Check
 $\times 4$
 works

$\begin{array}{r} 15 \\ \times 4 \\ \hline 60 \end{array} \checkmark$

The time is 4 min because $\sqrt{60} = 15$.

Guide 4

Litho 688361

Total Content Points: 2 (6.RP.A.3, 6.RP.A.3b)

Total Practice Points: 2 (MP4, MP6)

In this response, the student uses ratio reasoning by finding a common unit rate ($128 \div 4 = 32$, $96 \div 3 = 32$, $192 \div 6 = 32$) to show that the rates are equivalent in Part A (6.RP.A.3); however, the student does not use clear labeling to indicate that the quotient 32 describes the relationship between water pumped and time (i.e., same rate per minute) (no credit for 6.RP.A.1). The student uses rate reasoning to show that the rates in Part A are equivalent, dividing water pumped by time for each test (6.RP.A.3). In Part B, the student determines the correct time of 4 minutes (6.RP.A.3b). The student uses equations in Part A to model the relationship of water to time and the equations in Part B to model the relationship of water to rate (MP4). The student accurately determines and communicates that the rate is the same for all three tests and provides no incorrect labels (MP6).

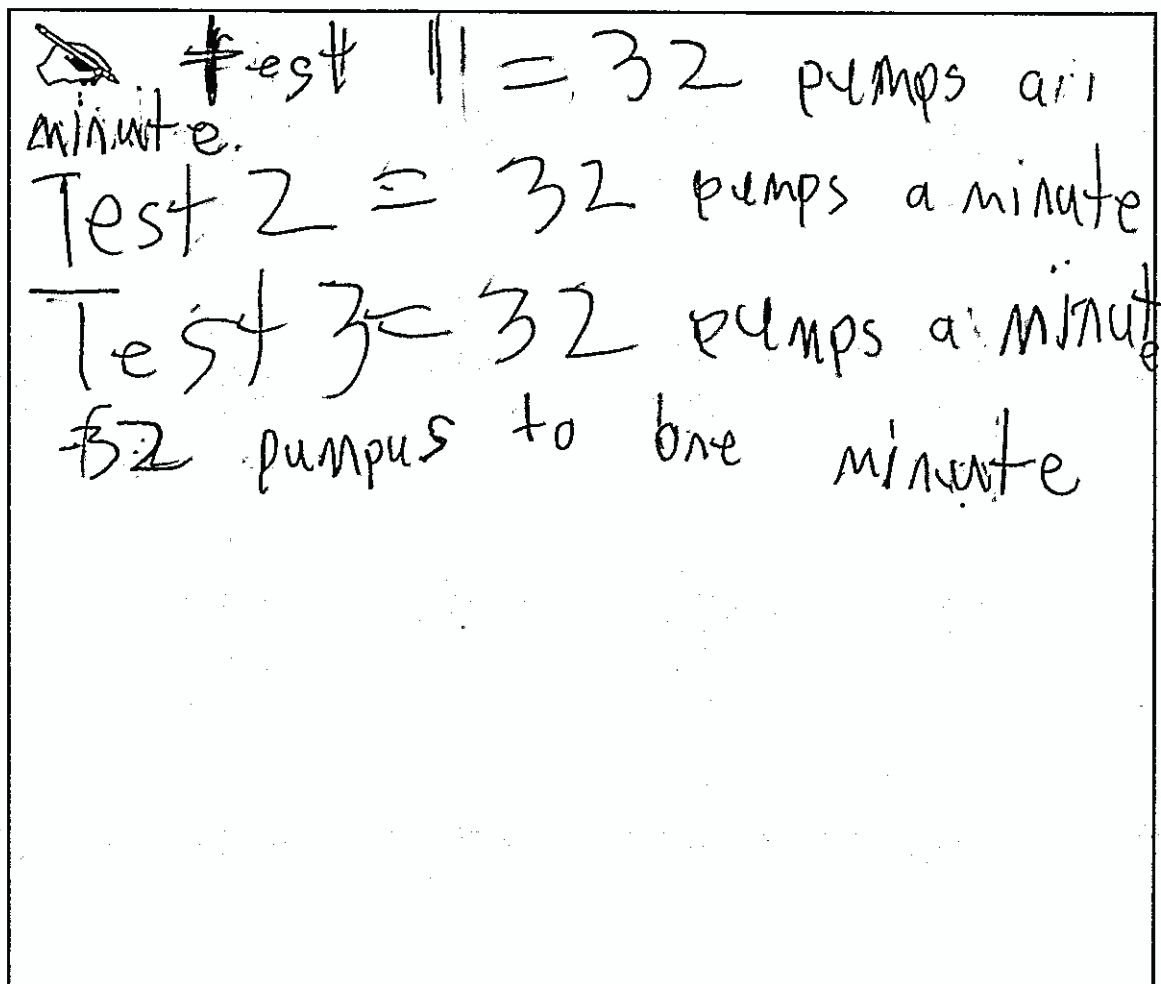
Total Awarded Points: 4 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	32
Test 2	96	3	
Test 3	192	6	


- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.



~~Test 1~~ = 32 pumps a minute.
 Test 2 = 32 pumps a minute
 Test 3 = 32 pumps a minute
 32 pumps to one minute

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15


 $60 \div 15 = 4$
 $15 \text{ gallons} = 10 \text{ } 4 \text{ } 15 \text{ } \text{minute}$

Guide 5

Litho 681779

Total Content Points: 2 (6.RP.A.1, 6.RP.A.3b)

Total Practice Points: 1 (MP4)

In this response, the student uses ratio language in Part A (“32 pumps to one minute”) (6.RP.A.1). The student does not provide any evidence of rate/ratio reasoning to show how the rates of the tests are equivalent (no credit for 6.RP.A.3). The student does use unit rate to determine the correct time in Part B ($60 \div 15 = 4$) (6.RP.A.3b). The work in Part B models the relationship between water pumped and rate ($60 \div 15 = 4$) (MP4). Although work is not shown in Part A, the student accurately determines that the rate is the same for all three tests, but incorrectly labels the quotient 32 as “pumps a minute” instead of gallons per minute (no credit for MP6).

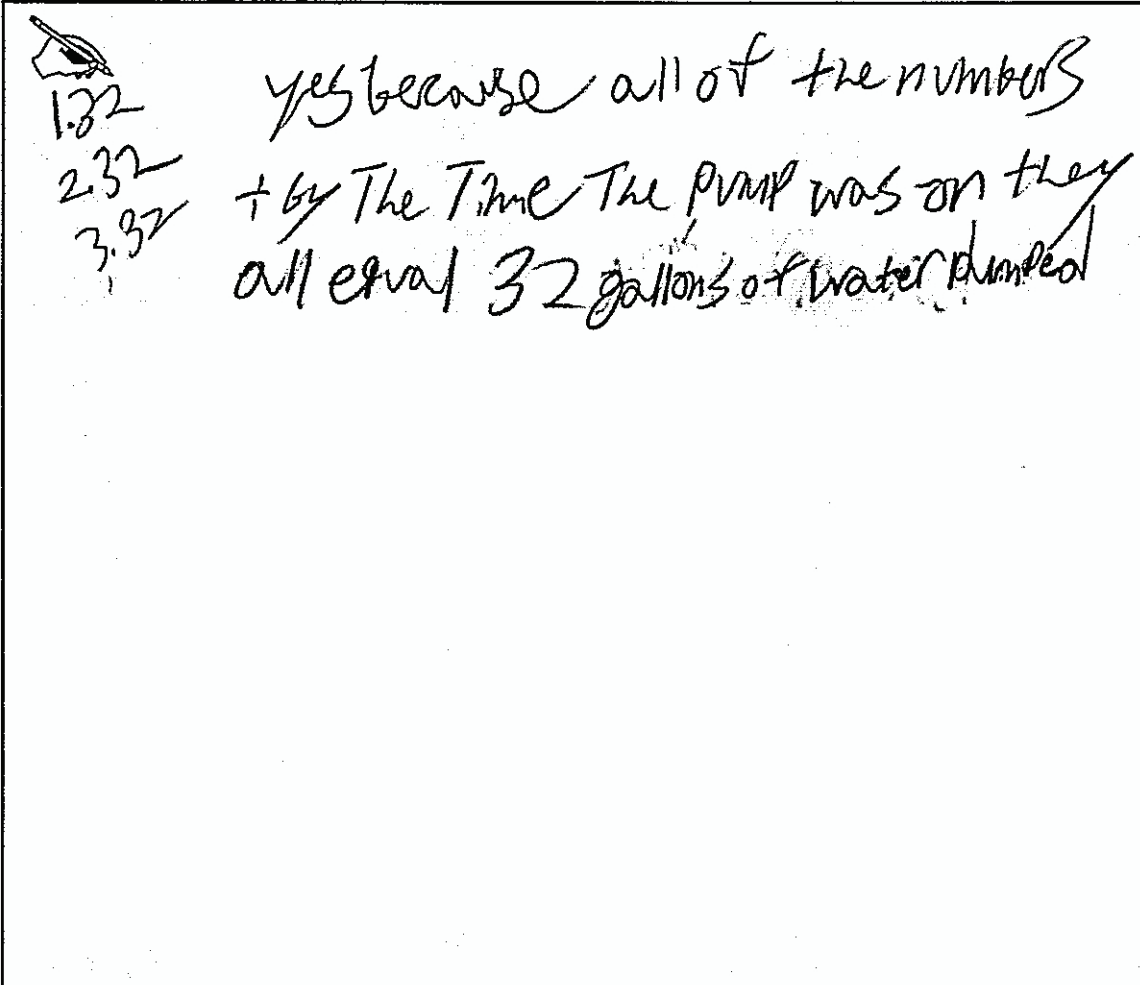
Total Awarded Points: 3 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	

- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

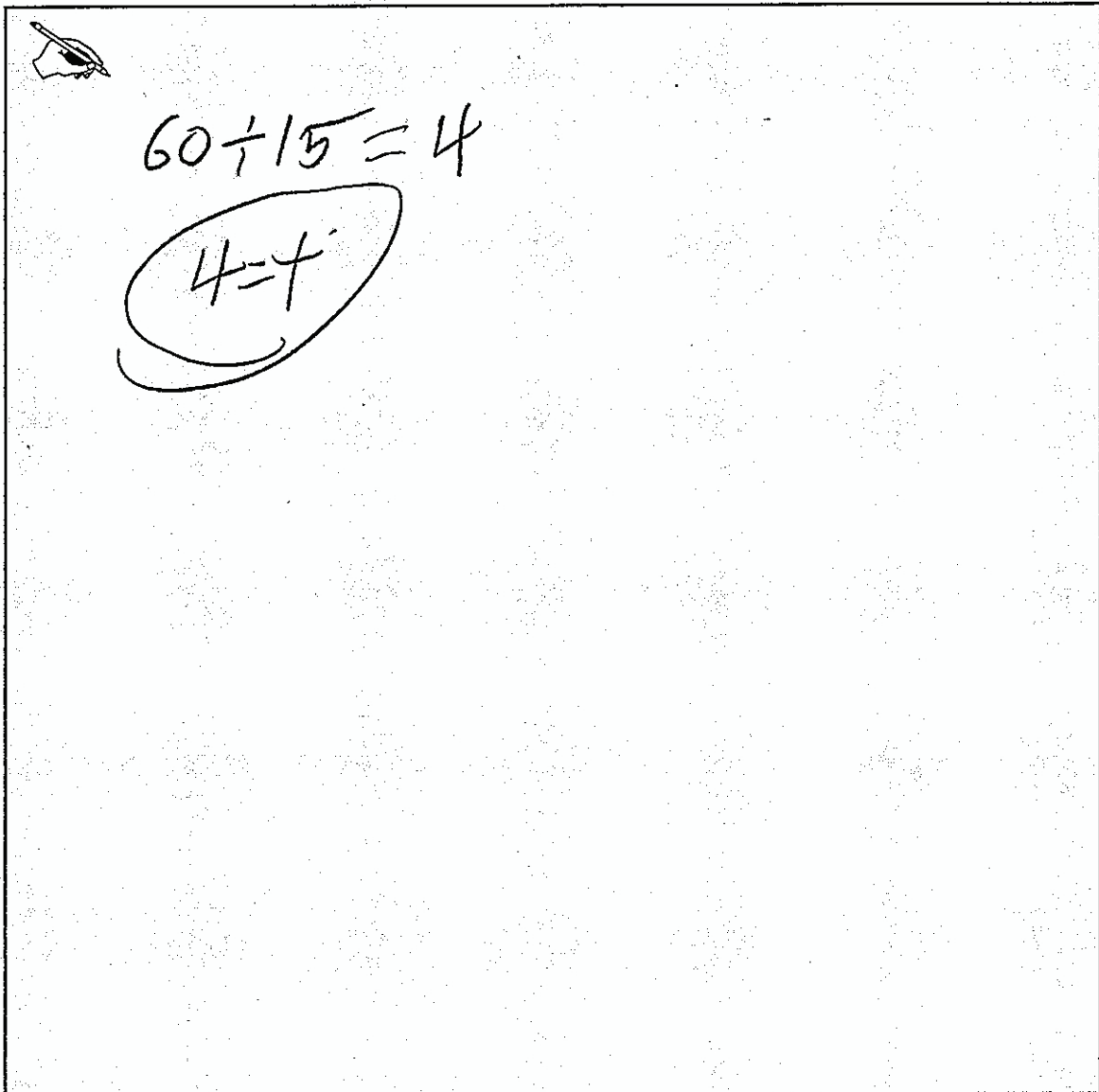



 1.32
 2.32
 3.32

yes because all of the numbers
 + by the time the pump was on they
 all equal 32 gallons of water pumped

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15




 $60 \div 15 = 4$
 $4 = t$

Guide 6

Litho 647390

Total Content Points: 2 (6.RP.A.3, 6.RP.A.3b)

Total Practice Points 1 (MP4)

In this response, the student does not use ratio language to describe the relationship between water pumped and time (no credit for 6.RP.A.1). The student gives evidence of ratio reasoning by explaining how the rates of the pump are equivalent in Part A (“all the numbers \div by the time the pump was on”) (6.RP.A.3). In Part B, the student correctly uses unit rate in the equation $60 \div 15 = 4$ to determine the correct time (6.RP.A.3b). The student work models the relationship between water pumped and rate in Part B ($60 \div 15 = 4$) (MP4). Although work is not shown in Part A, the student determines that the rate is the same for all three tests; however, the student imprecisely labels the answer “32 gallons of water pumped,” excluding the rate “per minute” (no credit for MP6).


Total Awarded Points: 3 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

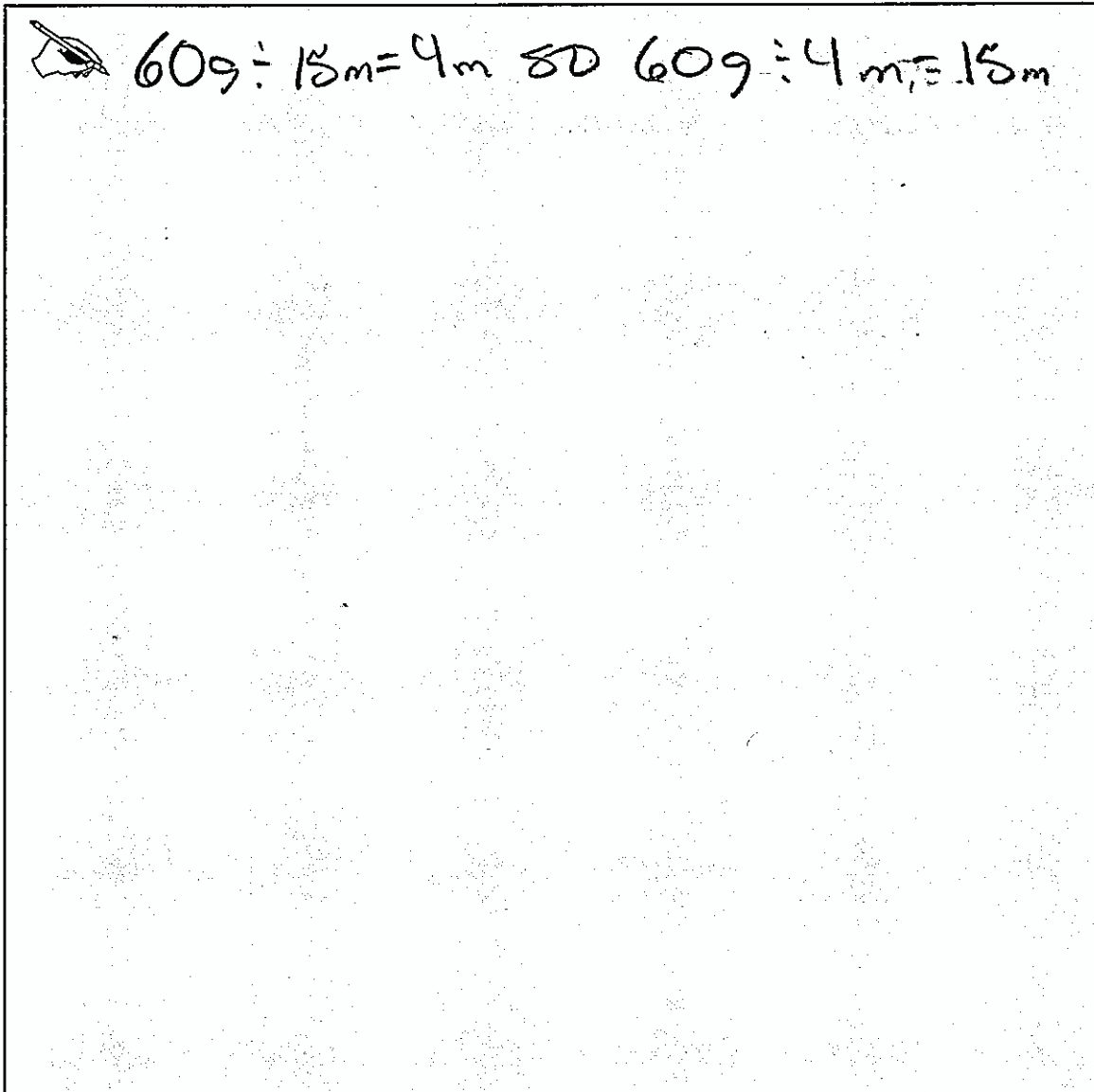
Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	


- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

 Yes because, $128 \div 4 = 32$, $96 \div 3 = 32$,
 $192 \div 6 = 32$. $\frac{4}{128} = \frac{1}{32}$, $\frac{3}{96} = \frac{1}{32}$, $\frac{6}{192} = \frac{1}{32}$.

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15



 $60g \div 15m = 4m$ so $60g \div 4m = 15m$

Guide 7

Litho 647192

Total Content Points: 2 (6.RP.A.3, 6.RP.A.3b)

Total Practice Points: 1 (MP4)

In this response, although the student includes proportions, no labels are provided in the proportions, and no explanation of the numbers is given in words; thus the student does not use ratio language to describe the relationship between water pumped and time (no credit for 6.RP.A.1). The student does show evidence of ratio reasoning to show how the rates of the pump are equivalent in Part A ($128 \div 4 = 32$, $96 \div 3 = 32$, $192 \div 6 = 32$) (6.RP.A.3). The unit rate given in the table is used to determine the correct time in Part B ($60g \div 15m = 4m$) (6.RP.A.3b); this work models the relationship between water pumped and rate (MP4). The student accurately determines and clearly communicates that the rate is 32 for all three tests in Part A, but omits the label “gallons” for the unit rate (“15m”) in Part B (no credit for MP6).


Total Points Awarded: 3 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.


Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	

- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

 No! Because in that case, the water pumped should be close to each other!
Test 3 should come out with a large rate! Test 1 should come out with a smaller, but big, number!
And, Test 2 a small rate!

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15


 Maybe 4 minutes!
 Because, $15 \times 4 = 60$.
 The answer should be 4 minutes!

$$\begin{array}{r}
 15 \text{ (rate)} \\
 \times 4 \text{ (Time)} \\
 \hline
 60 \text{ (water pumped)}
 \end{array}$$

Guide 8

Litho 657945

Total Content Points: 1 (6.RP.A.3b)

Total Practice Points: 1 (MP4)

In this response, the student does not use ratio language to describe the relationship between water pumped and time (no credit for 6.RP.A.1); also, the student does not use rate or ratio reasoning to show how the rates of the three tests are equivalent in Part A (no credit for 6.RP.A.3). The student does use unit rate to determine the correct time in Part B ($15 \times 4 = 60$) (6.RP.A.3b, MP4). The student does not determine that the rate is the same for all three tests in Part A, and Part B shows an imprecise unit label for the value 60, “water pumped” instead of “gallons” (no credit for MP6).

Total Awarded Points: 2 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.


Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	

- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.

test 1 is 32 gallons per minute.
 test 2 is 32 gallons per minute.
 test 3 is 32 gallons per minute.

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15

 $15 \div 60 = 25$, it took 25 minutes for Pump B to pump 60 gallons of water.

Guide 9

Litho 687865

Total Content Points: 1 (6.RP.A.1)

Total Practice Points: 0

In this response, the student uses ratio language to describe the relationship between water pumped and time (“32 gallons per minute”) (6.RP.A.1). The student does not use rate or ratio reasoning to show how the rates in Part A are equivalent (no credit for 6.RP.A.3). The student does not use unit rate to determine the correct time in Part B (no credit for 6.RP.A.3b). The student’s model in Part B incorrectly expresses the relationship between the water pumped and the rate, dividing 15 by 60 instead of 60 by 15 (no credit for MP4). The student states that the rate is 32 for all three tests in Part A, but although the labeling is correct, the process and calculation in Part B are both incorrect (“it took 25 minutes for pump B to Bump 60 gallons of water”) (no credit for MP6).

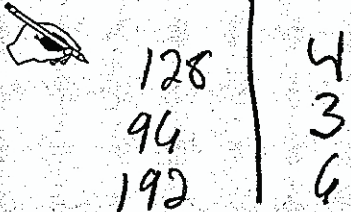
Total Awarded Points: 1 out of 5

Task 3. Water Pumps Task

Maurice works for the Ace Pump Company. Last week, he ran 3 tests on Pump A. He collected the data displayed in the table below.

Pump A			
	Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
Test 1	128	4	
Test 2	96	3	
Test 3	192	6	

- a. Maurice wants to know if the pump was working at the same rate during all 3 tests. Use ratios and ratio language to explain if the rate of water being pumped is the same for all 3 tests.





128	4
96	3
192	6

= 2359296

- b. Maurice runs a test on a different pump, Pump B, and enters information about the pump in the table below. Use unit rate to find the amount of time it took to pump 60 gallons of water. Show your work.

Pump B		
Water Pumped (in gallons)	Time the Pump was on (in minutes)	Rate (in gallons per minute)
60	t	15




water
time
rate
40
+
15

it will not be able to come out in a cell numbers because it is odd = 80%

Total Content Points: 0

Total Practice Points: 0

In this response, the student does not use ratio language and/or reasoning to describe the relationship between water pumped and time (no credit for 6.RP.A.1). The student does not use rate or ratio reasoning to show that the test rates in Part A are equivalent (no credit for 6.RP.A.3); neither does the student use unit rate to determine the correct time in Part B (no credit for 6.RP.A.3b). The student does not model the relationships present in either table; copies of the tables in the prompt are given for Parts A and B (no credit for MP4). The student does not provide any incorrect labels, but does not accurately determine that the rate is the same for all three tests (no credit for MP6).

Total Awarded Points: 0 out of 5