

Student	Content Score	Math Practice Score
6th Grade		
A	3	3
Identified $\frac{4}{9}$ as the correct fraction and states why. Scaled up the 120 boys from the original ratio of 4:5 to find 270 for the total showing adequate clarity for reasoning but did not show 2 strategies to demonstrate thorough clarity.		
B	4	4
Identified $\frac{4}{9}$ as the correct fraction and states why. Uses a tape diagram for the first strategy and a table for the second, which thoroughly supports their reasoning.		
C	2	0
Identified $\frac{4}{9}$ but does not state why it is appropriate. Identifies 270, but did not construct a viable argument even with minimal clarity.		
D	1	0
Does not identify a correct solution to either question. Does not construct a viable argument even with minimal clarity		
7th Grade		
A	1	0
Selected 0.6 as the appropriate amount but supports reasoning with an incorrect solution path and therefore does not construct a viable argument with minimal clarity. Does not respond to the second question.		
B	3	2
Selected 0.6 as the appropriate amount and recognizes that 30 gallons are needed, but only partially supports their argument with clarity and precision because the color of the paint is not identified and Tim's claim is not adequately critiqued.		
C	3	3
Selected 0.6 as the appropriate amount and recognizes that Tim's new mixture will not result in the same color. Adequately critiques Tim's claim, but does not identify the number of gallons for each color for the new mixture.		
D	4	4
Selected 0.6 as the appropriate amount and recognizes that Tim's new mixture will not result in the same color. Thoroughly critiques Tim's claim, and identifies the number of gallons for each color for the new mixture.		
8th Grade		
A	2	1
Correctly identifies that Anna makes more, but constructs a simple argument with minimal clarity to support the selection of Anna. Does not create an algebraic representation.		
B	4	4
Correctly identifies that Anna makes more and constructs a viable argument using proportional reasoning. Creates an algebraic representation for Anna and Jason and defines the variables		
C	1	2
Incorrectly identifies Jason as making more money, but constructs an argument with partial clarity to support the selection of Jason, by using the proportion as envelopes/dollar and interprets it as dollars/envelope. Does not create an algebraic representation.		
D	3	3
Correctly identifies that Anna makes more and constructs a viable argument using proportional reasoning, but does not define their variables. Creates an inaccurate algebraic representation for Anna and Jason		