# Missouri Assessment Program Spring 2006

**Mathematics** 

**Released Items** 

Grade 10

The McGraw-Hill Companies



Developed and published under contract with the Missouri Department of Elementary and Secondary Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2006 by Missouri Department of Elementary and Secondary Education. All rights reserved. Only Missouri State educators and citizens may copy and/or download and print the document, located online at <a href="http://www.dese.state.mo.us">http://www.dese.state.mo.us</a>. Any other use or reproduction of this document, in whole or in part, requires the written permission of the Missouri Department of Elementary and Secondary Education.

DO NOT WRITE HERE 🕈

2

Lita flipped a coin 5 times. On each flip the coin landed on tails. Which of these shows how to calculate the probability of this outcome?

 $O \quad \frac{1}{2} \times \frac{1}{5}$ 

Ο

 $5 \times \frac{1}{2}$ 

O  $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ O  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$  **3** The graph below shows the ages at which 12 people learned to drive.



Which of these best describes the distribution?

- O symmetric
- O skew
- O u-shaped
- O bell-shaped



### Study the graph on the grid below.

4



When the graph is reflected across the *x*-axis, what are the coordinates of the vertex?

- O (<sup>-</sup>5, 0)
- O (0, <sup>-</sup>5)
- O (0, 5)
- O (5, 0)

Go On ▶

Session 1 | Page 3

Study the diagram below of a cylindrical swimming pool.



5



Sara measured the dimensions of the pool. The table below shows Sara's measurements and the actual dimensions of the pool.

### **POOL DIMENSIONS**

	Sara's Measurement (in inches)	Actual Size (in inches)
Height	48	48
Diameter	70	72

How much less will Sara's volume calculation be than the actual volume? In the space below, provide the work that shows how you arrived at your answer and write your answer on the line. Use 3.14 for  $\pi$ .

cubic inches



6

Tickets for a school concert cost \$2 for students and \$5 for adults. A total of 200 tickets were sold for \$670. How many of the tickets were sold to students?

- O 335
- O 110
- O 100
- O 90

8 R+ E = Tyrone has a cylindrical fish tank. The tank is 50 centimeters high and has a radius of 10 centimeters. What is the approximate volume of the tank?

×\_

Ο

- 60 cubic centimeters
- O 500 cubic centimeters
- O 3,140 cubic centimeters
- O 15,700 cubic centimeters

Go On 🕨

Session 1 | Page 5

**10** Dan is playing a computer game. The object of the game is to determine the rule the computer is using to change the input number. The table below shows the input number and the output number.

### FIND THE RULE

Input Number	0	1	2	3	4	5
Output Number	1	2	5	10	17	26

On the line below, write a rule that shows the relationship between the output number and the input number.

What is the output number when the input number is 12? Write your answer on the line below.

Alison's desk drawer contains 4 blue pens and 5 black pens. Alison selects a blue pen from the drawer and does not put it back. Without looking, Alison selects a second pen from the drawer. What is the probability that the second pen she selects is blue?

- $O \frac{3}{5}$
- $O \frac{3}{8}$
- $O \frac{1}{3}$
- $O \frac{1}{5}$

Copyright © 2006 by the Missouri State Department of Elementary and Secondary Education.

11







The area of the field inside the track can be divided into 2 semicircles and a rectangle. Mandy ran once around the track. Approximately how far did Mandy run?

- O 930 feet
- O 1,000 feet
- O 1,230 feet
- O 1,860 feet

Go On ▶

Session 1 | Page 7

### **13** Study the pattern below.



Continue the pattern. What is the total number of squares that will be in Figure 10?

**14** The table below shows the distances needed to stop a car traveling at various speeds.

#### Speed Reaction Braking **Total Stopping** (in miles Distance Distance Distance per hour) (in feet) (in feet) (in feet) 22 5 27 10 20 44 20 64 30 66 45 111 40 88 80 168 50 110 125 235

### DISTANCES INVOLVED IN STOPPING A CAR

Based on the data given, what would be the total stopping distance for a car that is traveling 60 miles per hour?

257 feet	290 feet	302 feet	312 feet
0	0	0	0
	ton 1		

**15** The graphs below show that during the same year, Company Y received 2,020 complaints and Company Z received 2,000 complaints.



On the lines below, explain how Graph A misrepresents the data in favor of Company Z.

On the lines below, explain how Graph B more accurately shows the comparison between the number of complaints received by the two companies.

Go On 🕨

Session 1 Page 9

- **16** Each face on a number cube is identified by a number from 1 to 6. Vanessa is rolling two number cubes and adding the numbers on the top faces. What sum is Vanessa most likely to roll?
  - O 5
  - 06

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE 🛉

- O 7
- 08



**17** Study the triangle on the grid below.



What is the area of the triangle?

- O 35 square units
- O 68 square units
- O 70 square units
- O 140 square units

## Page 10 Session 1

**18** Carla wants to determine the mean number of hours a student in her class spends on homework per week. Carla surveyed 8 students in her classroom. The results of Carla's survey are shown below.

### TIME SPENT ON HOMEWORK

Student	А	В	С	D	E	F	G	Η
Time Spent on Homework (in hours)	3	8	4	9	10	13	10	2

Using this data, Carla estimated the mean number of hours per week that a student in her class spends on homework. Which of these is closest to Carla's mean?

O 3 hours per week



- O 9 hours per week
- O 10 hours per week

Go On 🕨

Session 1 | Page 11

	times larger	
	tudy the rectangle below.	0.7 cm
	11.6 cm	——]
T t	Dom estimated the area of the rectangle as 12 cm <sup>2</sup> . How much does his ne actual area of the rectangle?	→ s estimate diffe
T t	Dom estimated the area of the rectangle as 12 cm <sup>2</sup> . How much does his the actual area of the rectangle? D 3.74 cm <sup>2</sup>	—⊣ s estimate diffe
T t C	Dom estimated the area of the rectangle as 12 cm <sup>2</sup> . How much does his the actual area of the rectangle? ) 3.74 cm <sup>2</sup> ) 3.82 cm <sup>2</sup>	—⊣ s estimate diffe
1 t () ()	<ul> <li>11.6 cm</li> <li>11.6 cm</li> <li>11.6 cm<sup>2</sup></li> <li>3.74 cm<sup>2</sup></li> <li>3.82 cm<sup>2</sup></li> <li>3.88 cm<sup>2</sup></li> </ul>	—⊣ s estimate diffe

Which of these is equivalent to  $3(x + 4)^2$ ?

Go On 🕨

Page 13



24

0

 $3x^2 + 48$ 

**O**  $3x^2 + 12x + 48$ 

23 The height of a ball thrown into the air is given by the equation shown below.

 $y = 48x - 16x^2$ 

x = time, in seconds y = height of ball, in feet

What is the height of the ball after 2 seconds?

32 feet O

64 feet O

0 128 feet





26



[Not drawn to scale]

The volumes of the rectangular prism and the rectangular pyramid are equal. What is the height (*h*) of the rectangular pyramid? In the space below, provide the work that shows how you arrived at your answer and write your answer on the line.

\_\_\_\_\_ centimeters



Salesperson	Annual Sales (in dollars)	Annual Salary (in dollars)
Lauren	500,000	75,000
Kathy	700,000	95,000
Nicole	350,000	60,000

### SALES AND SALARY INFORMATION

Which equation	can be used to	find the total	annual salary	for each	salesperson?
----------------	----------------	----------------	---------------	----------	--------------

KEY
x = Annual Sales y = Annual Salary

 $\bigcirc y = 25,000 + \frac{1}{10}x$ 

$$\bigcirc y = 25,000 + 10x$$

$$\bigcirc y = 25,000x + \frac{1}{10}$$

 $\bigcirc y = 25,000x + 10$ 

Go On ▶

Session 1 | Page 15

### **28** Study the graph on the grid below.







Copyright © 2006 by the Missouri State Department of Elementary and Secondary Education.



What is the equation of line *l* on the graph?

- $\bigcirc \quad y = -x + 5$
- $\bigcirc \quad y = x 5$
- $\bigcirc \quad y = x + 5$
- $\bigcirc \quad y = -x 5$

### **29** What is the range (all possible *y*-values) of the function $y = x^2 - 9$ if x is any real number?

- O all real numbers except 3
- all real numbers except -3
- O all real numbers greater than or equal to 9
- $\bigcirc$  all real numbers greater than or equal to -9



One of your friends wants to add a high-energy, powdered orange-drink mix to the water in a canteen that holds 8 cups. The package directions call for 3 tablespoons of mix to one quart of water. About how many tablespoons of mix should be added to a full canteen of water? In the space below, provide the work that shows how you arrived at your answer and write your answer on the line.

tablespoons

 $Go \ On$ 

Session 1 Page 17

**31** Study the grid below.





Copyright © 2006 by the Missouri State Department of Elementary and Secondary Education.



What is the equation of the line that passes through (3, -2) and is *parallel* to line m?

- y = -2x 8
- $\bigcirc \quad y = -2x + 4$
- $\bigcirc \quad y = 2x 8$
- $\bigcirc \quad y = 2x + 4$

Session 1 Page 19





[Not drawn to scale]

### Part A

- Before any containers are loaded onto the barge, the deck of the barge is 4 feet above the surface of the water.
- The barge lowers 1.25 inches into the water for each container placed on the barge.
- The deck of the barge must stay above the surface of the water.

What is the maximum number of containers that can be placed on the barge? In the space below, provide the work that shows how you arrived at your answer and write your answer on the line.

\_\_\_\_\_ containers Go On D

### Part B

- The storage area of the barge is rectangular and measures 12 feet by 24 feet.
- The bottom of the bridge is 18 feet above the surface of the water.
- Each container is shaped like a rectangular prism with dimensions 3 feet by 6 feet by 6 feet.
- A container can be placed on any one of its sides.
- Containers can be stacked on top of each other.

Using your work from Part A and the information above, design an arrangement of the containers on the barge. Justify that your arrangement of containers will allow the barge to pass under the bridge. In the space below, draw or describe your arrangement of the containers on the barge.



Copyright © 2006 by the Missouri State Department of Elementary and Secondary Education.

**STOP**