

STAAR 2.0 Transitional Items

Math Grade 6

The lead4ward transitional items are designed to provide teachers and leaders with examples of how released multiple-choice items could look in the format of the STAAR 2.0 new item types. The lead4ward crew has adapted elementary and secondary items in various TEKS clusters for STAAR-tested courses. Within those TEKS clusters, new item types that are applicable to the specific grade and subject are represented.

The transitional items can be used with the PLC:

- when planning for application of learning and transfer to STAAR
- to analyze and discuss the STAAR 1.0 and 2.0 examples, including:
 - the similarities and differences between multiple-choice and new item type thinking, stimuli, and representation of the content
 - how the new item types may be better or more challenging for students
 - student misconceptions and mistakes
 - how specific online tools and resources may support particular new item types

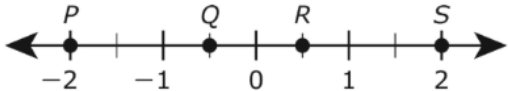
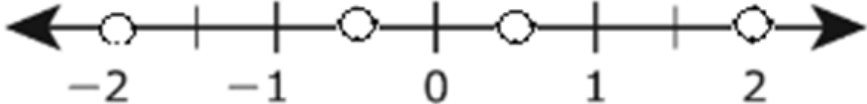
The transitional items can also be used with students during instruction:

- as prompts for bell ringers, modeling with assessment items, analysis and discussion in centers or workstations, and with Learning from Mistakes strategies on the lead4ward playlist
- to analyze and discuss the STAAR 1.0 and 2.0 examples, including:
 - the similarities and differences between multiple-choice and new item type thinking, stimuli, and representation of the content
 - how the new item types may be better or more challenging
 - possible learning mistakes
 - how specific online tools may support particular new item types

STAAR 2.0 Transitional Items

Grade 6

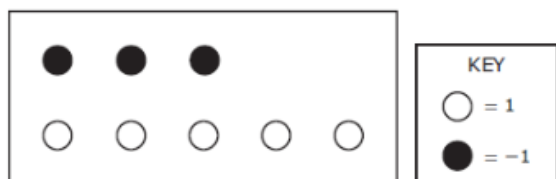
All Operations with Rational Numbers

STAAR Released Item	Hot Spot
<p>6.2(B) 2019 item 19 [All Operations with Integers]</p> <p>Four points are labeled on the number line.</p>  <p>Which point represents the value of $\left -\frac{1}{2}\right$?</p> <p>A Point <i>P</i> B Point <i>Q</i> C Point <i>R</i> D Point <i>S</i></p>	<p>Which point represents the value of $\left -\frac{1}{2}\right$?</p> <p>Select ONE correct answer.</p> 
STAAR Released Item	Multiselect
<p>6.2(B) 2019 item 19 [Multiplication and Division with Positive Rational Numbers]</p> <p>Amy has 5 yd of border to put around a garden. She uses all the border to make four sections that are the same length. Which expression does NOT equal the length of one of these sections in yards?</p> <p>F $4 \div 5$ G $4\overline{)5}$ H $\frac{5}{4}$ J $5 \div 4$</p>	<p>Amy has 5 yd of border to put around a garden. She uses all the border to make four sections that are the same length. Which expression equals the length of the one of these sections in yards?</p> <p>Select THREE expressions that equals the length of the one of these sections in yards.</p> <p><input type="checkbox"/> $4 \div 5$ <input type="checkbox"/> $4\overline{)5}$ <input type="checkbox"/> $\frac{5}{4}$ <input type="checkbox"/> $5 \div 4$</p>

STAAR Released Item **Drag and Drop**

6.3(C) 2021 item 3
[All Operations with Integers]

The circles in the model represent positive and negative units.



Which equation is true based on the model?

- A $(-3) + 5 = -2$
- B $(-3) + 5 = 2$
- C $-3 + (-5) = -2$
- D $3 + (-5) = 2$

The circles in the model represent positive and negative units.



Complete the model to represent the equation $3 + (-5) = 2$.

Move the correct circles to the box.

Answers may be used more than once.

STAAR Released Item **Equation Editor/Text Entry**

6.3(D) 2021 item 7
[All Operations with Integers]

What is the value of the expression shown?

$$4(-2) + (-10) + 3(-8)$$

- A -22
- B -13
- C 7
- D -42

What is the value of the expression shown?

$$4(-2) + (-10) + 3(-8)$$

Enter your answer in the space below.

← → ↶ ↷ ✖

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	()			
0	.	$\frac{\square}{\square}$				

STAAR Released Item	Multiselect																												
<p>6.3(D) 2021 item 25 [All Operations with Integers]</p> <p>Which equation is NOT true?</p> <p>A $-4 + (-3) = -7$</p> <p>B $-8(2) = -16$</p> <p>C $3 - (-2) = 5$</p> <p>D $-12 \div (-3) = -4$</p>	<p>Select THREE equations that are true.</p> <p><input type="checkbox"/> $-4 + (-3) = -7$</p> <p><input type="checkbox"/> $-8(2) = -16$</p> <p><input type="checkbox"/> $3 - (-2) = 5$</p> <p><input type="checkbox"/> $-12 \div (-3) = -4$</p>																												
STAAR Released Item	Equation Editor/Text Entry																												
<p>6.3(E) 2021 item 33 [Multiplication and Division with Positive Rational Numbers]</p> <p>Jaida worked $21\frac{1}{2}$ hours last week. She earned \$11.60 per hour of work.</p> <p>How much money did Jaida earn last week?</p> <p>Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.</p>	<p>Jaida worked $21\frac{1}{2}$ hours last week. She earned \$11.60 per hour of work.</p> <p>How much money did Jaida earn last week?</p> <p>Enter your answer in the space below.</p> <div data-bbox="1100 1114 1946 1330" style="border: 1px solid gray; padding: 5px;"> <div style="border-bottom: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="display: flex; border-bottom: 1px solid gray; border-left: 1px solid gray; border-right: 1px solid gray; border-top: 1px solid gray;"> <div style="width: 15px; text-align: center;">←</div> <div style="width: 15px; text-align: center;">→</div> <div style="width: 15px; text-align: center;">↶</div> <div style="width: 15px; text-align: center;">↷</div> <div style="width: 15px; text-align: center;">✖</div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="width: 25px;">1</td> <td style="width: 25px;">2</td> <td style="width: 25px;">3</td> <td style="width: 25px;">+</td> <td style="width: 25px;">-</td> <td style="width: 25px;">×</td> <td style="width: 25px;">÷</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td><</td> <td>=</td> <td>></td> <td></td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>()</td> <td></td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>.</td> <td>$\frac{\square}{\square}$</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> </div>	1	2	3	+	-	×	÷	4	5	6	<	=	>		7	8	9	()				0	.	$\frac{\square}{\square}$				
1	2	3	+	-	×	÷																							
4	5	6	<	=	>																								
7	8	9	()																										
0	.	$\frac{\square}{\square}$																											

STAAR Released Item	Inline Choice
<p>6.3(E) 2017 item 6 [Multiplication and Division with Positive Rational Numbers]</p> <p>A team of workers took 167.3 hours to complete a task. A smaller team of workers will complete the same task, but it will take them 1.25 times as long as it took the first team.</p> <p>Based on this information, which statement is true?</p> <p>F The task will take the smaller team of workers 168.55 hours to complete, because $167.3 + 1.25 = 168.55$.</p> <p>G The task will take the smaller team of workers 179.8 hours to complete, because $167.3 + 1.25 = 179.8$.</p> <p>H The task will take the smaller team of workers 198.825 hours to complete, because $167.3 \times 1.25 = 198.825$.</p> <p>J The task will take the smaller team of workers 209.125 hours to complete, because $167.3 \times 1.25 = 209.125$.</p>	<p>A team of workers took 167.3 hours to complete a task. A smaller team of workers will complete the same task, but it will take them 1.25 times as long as it took the first team.</p> <p>Choose the correct answer from the drop-down menu to complete the statement.</p> <p>The task will take the smaller team of workers <input type="text" value="Choose..."/> hours to complete,</p> <p>168.55 179.8 198.825 209.125</p> <p>because <input type="text" value="Choose..."/> . :</p> <p>167.3 + 1.25 = 168.55 167.3 + 1.25 = 179.8 167.3 × 1.25 = 198.825 167.3 × 1.25 = 209.125</p>

STAAR 2.0 Transitional Items

Grade 6

Proportional Reasoning

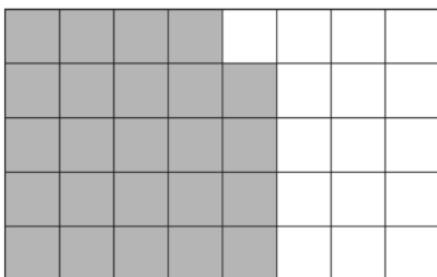
STAAR Released Item	Multiselect
<p>6.4(B) 2019 item 34 [Ratios/Rates]</p> <p>A grocery store clerk put only packages of flour tortillas and packages of corn tortillas on a shelf. The ratio of the number of packages of corn tortillas to the total number of packages on the shelf was 7 to 16.</p> <p>Which number could be the number of packages of flour tortillas the clerk put on the shelf?</p> <p>F 23 G 18 H 14 J 32</p>	<p>A grocery store clerk put only packages of flour tortillas and packages of corn tortillas on a shelf. The ratio of the number of packages of corn tortillas to the total number of packages on the shelf was 7 to 16.</p> <p>Which TWO numbers could be the number of packages of flour tortillas the clerk put on the shelf?</p> <p><input type="checkbox"/> 23 <input type="checkbox"/> 18 <input type="checkbox"/> 14 <input type="checkbox"/> 36</p>
STAAR Released Item	Inline Choice
<p>6.4(B) 2017 item 17 [Ratios/Rates]</p> <p>Megan and Desmond each added the same amount of water to their aquariums. Megan mixed 5 mL of a chemical solution with every gallon of water for her aquarium. Desmond mixed 8 mL of the chemical solution with every 2 gallons of water for his aquarium.</p> <p>Which of these statements is true?</p> <p>A Megan used more solution per gallon of water than Desmond, because 5 : 1 is greater than 8 : 2. B Megan used more solution per gallon of water than Desmond, because 5 mL is greater than 2 mL. C Desmond used more solution per gallon of water than Megan, because 8 mL is greater than 5 mL. D Desmond used more solution per gallon of water than Megan, because 8 : 2 is greater than 5 : 1.</p>	<p>Megan and Desmond each added the same amount of water to their aquariums. Megan mixed 5 mL of a chemical solution with every gallon of water for her aquarium. Desmond mixed 8 mL of the chemical solution with every 2 gallons of water for his aquarium.</p> <p>Choose the correct answer from each drop-down menu to complete the statement.</p> <p>Megan and Desmond each added the same amount of water to their aquariums. Megan mixed 5 mL of a chemical solution with every gallon of water for her aquarium. Desmond mixed 8 mL of the chemical solution with every 2 gallons of water for his aquarium.</p> <p>Megan used <input type="text" value="Choose..."/> solution per gallon of water than Desmond, because more / less.</p> <p><input type="text" value="Choose..."/> is greater than <input type="text" value="Choose..."/> .</p> <p>5 : 1 5 : 1 8 : 2 8 : 2</p>

STAAR Released Item	Multiselect
<p>6.4(C) 2021 item 20 [Ratios/Rates]</p> <p>A grocery store orders 4 large containers of milk for every 7 small containers of milk. Which ratio could represent the number of large containers of milk to small containers of milk in an order from the grocery store?</p> <p>F 18:21 G 14:8 H 16:49 J None of these</p>	<p>A grocery store orders 4 large containers of milk for every 7 small containers of milk.</p> <p>Select TWO ratios that could represent the number of large containers of milk to small containers of milk in an order from the grocery store.</p> <p><input type="checkbox"/> 18:21 <input type="checkbox"/> 14:8 <input type="checkbox"/> 16:49 <input type="checkbox"/> 12:21 <input type="checkbox"/> 8:14</p>
STAAR Released Item	Inline Choice
<p>6.4(D) 2016 item 23 [Ratios/Rates]</p> <p>A county with an area of 425 square miles has a population of 9,350 residents. Which rate best represents the relationship between the population of the county and the area of the county?</p> <p>A 22 square miles per resident B 9,350 residents per square mile C 22 residents per square mile D 425 square miles per resident</p>	<p>A county with an area of 425 square miles has a population of 9,350 residents.</p> <p>Choose the correct answer from each drop-down menu to complete the statement that best represents the relationship between the population of the county and the area of the county.</p> <p>22 <input type="text" value="Choose..."/> per <input type="text" value="Choose..."/> residents residents square miles square miles</p>

STAAR Released Item

6.4(E) 2016 item 35
[Fractions/Decimals/Percents]

The shaded area on the grid represents the part of a rectangular wall that was painted. Each small square on the wall has the same dimensions.



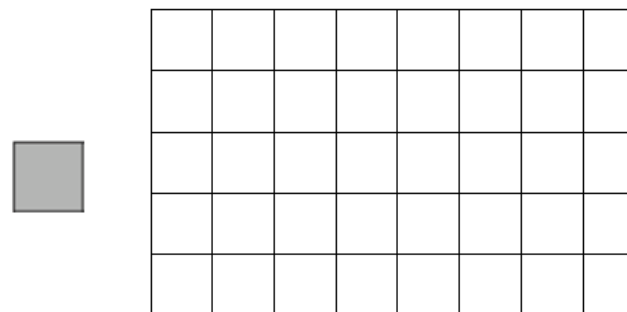
What percentage of the wall was painted?

- A** 64%
- B** 24%
- C** 60%
- D** 16%

Drag and Drop

The shaded area on the grid represents the part of a rectangular wall that was painted. Each small square on the wall has the same dimensions.

Complete the grid to represent 60% of the wall being painted.
Move square units to the grid to represent the model.



STAAR Released Item

6.4(F) 2022 item 31
[Fractions/Decimals/Percents]

Four points are plotted on the number line.



Which point best represents $33\frac{1}{3}\%$ of the distance between 0 and 1?

- A** Point *W*
- B** Point *X*
- C** Point *Y*
- D** Point *Z*

Hot Spot

Select **ONE** point on the number line that represents $33\frac{1}{3}\%$.



STAAR Released Item **Multiselect**

6.4(G) 2021 item 12
[Fractions/Decimals/Percents]

There is a 1 in 8 chance of a player winning a game. Which value is equivalent to the chance of the player winning a game?

- F $\frac{100}{125}$
- G $\frac{125}{10}$
- H 1.25
- J 0.125

There is a 1 in 8 chance of a player winning a game.

Select **TWO** values that are equivalent to the chance of the player winning a game.

- $\frac{100}{125}$
- $\frac{125}{10}$
- 1.25
- 0.125
- 12.5%
- 80%

STAAR Released Item **Drag and Drop**

6.5(A) 2016 item 51
[Ratios/Rates]

To make pink paint, Sylvia mixes 7 cups of white paint to every 3 cups of red paint. Which table shows possible values of w , the number of cups of white paint Sylvia uses, and r , the number of cups of red paint?

A

		Pink Paint			
White Paint, w (cups)		7	49	343	2,401
Red Paint, r (cups)		3	9	27	81

C

		Pink Paint			
White Paint, w (cups)		7	14	21	28
Red Paint, r (cups)		3	6	9	12

B

		Pink Paint			
White Paint, w (cups)		7	8	9	10
Red Paint, r (cups)		3	4	5	6

D

		Pink Paint			
White Paint, w (cups)		7	6	5	4
Red Paint, r (cups)		3	4	5	6

To make pink paint, Sylvia mixes 7 cups of white paint to every 3 cups of red paint.

Complete the table to represent the relationship between w , the number of cups of white paint Sylvia uses, and r , the number of cups of red paint.

Move the correct answer to each box. Not all answers will be used.

- 8 9 12 14 21 28

Pink Paint

White Paint, w (cups)	7		21	
Red Paint, r (cups)	3	6		12

STAAR Released Item	Equation Editor/Text Entry
<p>6.5(B) 2018 item 31 [Fractions/Decimals/Percents]</p> <p>A shop owner offered a 20% discount off the regular price of a mirror. The amount of the discount is \$3.</p> <p>What is the regular price of the mirror?</p> <p>A \$15 B \$6 C \$9 D \$18</p>	<p>A shop owner offered a 20% discount off the regular price of a mirror. The amount of the discount is \$3.</p> <p>What is the regular price of the mirror?</p> <p>Enter your answer in the space below.</p> <div data-bbox="1079 464 1759 779"><input type="text"/> </div>

STAAR 2.0 Transitional Items

Grade 6

Expressions, Equations, and Inequalities

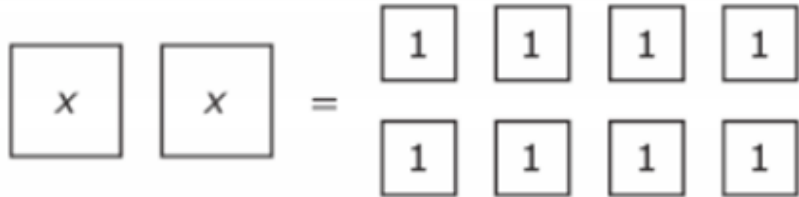
STAAR Released Item	Equation Editor/Text Entry																																			
<p>6.7(A) 2021 item 16 [Order of Operations]</p> <p>What is the value of the expression shown?</p> $6 + (-4)^3$ <p>F 8</p> <p>G 6</p> <p>H -70</p> <p>J -58</p>	<p>What is the value of the expression shown?</p> $6 + (-4)^3$ <p>Enter your answer in the space provided.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <input style="width: 100%; height: 20px;" type="text"/> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="7">← → ↶ ↷ ✖</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>+</td><td>-</td><td>×</td><td>÷</td> </tr> <tr> <td>4</td><td>5</td><td>6</td><td><</td><td>=</td><td>></td><td></td> </tr> <tr> <td>7</td><td>8</td><td>9</td><td>()</td><td colspan="3"></td> </tr> <tr> <td>0</td><td>.</td><td>$\frac{\Box}{\Box}$</td><td colspan="4"></td> </tr> </table>	← → ↶ ↷ ✖							1	2	3	+	-	×	÷	4	5	6	<	=	>		7	8	9	()				0	.	$\frac{\Box}{\Box}$				
← → ↶ ↷ ✖																																				
1	2	3	+	-	×	÷																														
4	5	6	<	=	>																															
7	8	9	()																																	
0	.	$\frac{\Box}{\Box}$																																		
STAAR Released Item	Multiselect																																			
<p>6.7(A) 2017 item 9 [Order of Operations]</p> <p>Leon wrote an expression that is equivalent to $(30 + 6) \div 12$. Which expression could be the one Leon wrote?</p> <p>A $36 \div 3 \cdot 4$</p> <p>B $(3 \cdot 3 \cdot 4) \div 4 \cdot 3$</p> <p>C $5 \cdot 6 + 2 \cdot 3 \div 3 \cdot 2 \cdot 2$</p> <p>D $(3 \cdot 3 \cdot 2 \cdot 2) \div (3 \cdot 2 \cdot 2)$</p>	<p>Select TWO expressions that are equivalent to $(30 + 6) \div 12$.</p> <div style="margin-bottom: 10px;"><input type="checkbox"/> $36 \div 3 \cdot 4$</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> $(3 \cdot 3 \cdot 4) \div 4 \cdot 3$</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> $5 \cdot 6 + 2 \cdot 3 \div 3 \cdot 2 \cdot 2$</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> $(3 \cdot 3 \cdot 2 \cdot 2) \div (3 \cdot 2 \cdot 2)$</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> $(5 \cdot 6 + 2 \cdot 3) \div (3 \cdot 2 \cdot 2)$</div>																																			

STAAR Released Item	Multiselect
<p>6.7(B) 2015 item 6 [Order of Operations]</p> <p>Which of these can be written as an equation?</p> <p>A Two times 0.75 plus m</p> <p>B Three is less than twice a</p> <p>C Half the product of five and j</p> <p>D Four times n is 24</p>	<p>Select TWO can be written as an equation.</p> <p><input type="checkbox"/> Two times 0.75 plus m</p> <p><input type="checkbox"/> Three is less than twice a</p> <p><input type="checkbox"/> Sixteen is three more than k</p> <p><input type="checkbox"/> Half the product of five and j</p> <p><input type="checkbox"/> Four times n is 24</p>
STAAR Released Item	Equation Editor/Text Entry
<p>6.7(D) 2022 item 22 [Order of Operations]</p> <p>Which expression is equivalent to $38(251m - 45)$?</p> <p>F $38 \cdot 251m - 38 \cdot 45$</p> <p>G $38(206m)$</p> <p>H $-7(251m)$</p> <p>J $38 \cdot 251m - 45$</p>	<p>Write an equivalent expression for $38(251m - 45)$.</p> <p>Enter your answer in the space provided.</p> <div data-bbox="1108 1042 1932 1421"> <p>Equation Editor/Text Entry interface showing a grid of mathematical symbols and variables (1-9, 0, m, +, -, •, ÷, <, ≤, =, ≥, >, √, π, fraction bar).</p> </div>

STAAR Released Item	Equation Editor/Text Entry																												
<p>6.7(D) 2021 item 29 [Order of Operations]</p> <p>Two expressions are shown. The second expression is not complete.</p> <p>Expression I: $200r - (-110)$ Expression II: <input type="text"/> + $200r$</p> <p>What number belongs in the box so that Expression I is equivalent to Expression II?</p> <p>Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.</p>	<p>Two expressions are shown. The second expression is not complete.</p> <p>Expression I: $200r - (-110)$ Expression II: <input type="text"/> + $200r$</p> <p>What number belongs in the box so that Expression I is equivalent to Expression II?</p> <p>Enter your answer in the space provided.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <input style="width: 100%; height: 20px;" type="text"/> </div> <table border="1" style="border-collapse: collapse; width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>+</td><td>-</td><td>×</td><td>÷</td></tr> <tr> <td>4</td><td>5</td><td>6</td><td><</td><td>=</td><td>></td><td></td></tr> <tr> <td>7</td><td>8</td><td>9</td><td>()</td><td></td><td></td><td></td></tr> <tr> <td>0</td><td>.</td><td>$\frac{\Box}{\Box}$</td><td></td><td></td><td></td><td></td></tr> </table>	1	2	3	+	-	×	÷	4	5	6	<	=	>		7	8	9	()				0	.	$\frac{\Box}{\Box}$				
1	2	3	+	-	×	÷																							
4	5	6	<	=	>																								
7	8	9	()																										
0	.	$\frac{\Box}{\Box}$																											
STAAR Released Item	Multiselect																												
<p>6.7(D) 2017 item 16 [Order of Operations]</p> <p>Which expression is equivalent to $y \cdot 48$?</p> <p>F $(y \cdot 40) + 8$</p> <p>G $(y \cdot 4) \cdot 8$</p> <p>H $(y \cdot 40) + (y \cdot 8)$</p> <p>J $(y \cdot 4) + 8$</p>	<p>Select TWO expressions that are equivalent to $y \cdot 48$.</p> <p><input type="checkbox"/> $48 \cdot y$</p> <p><input type="checkbox"/> $(y \cdot 40) + 8$</p> <p><input type="checkbox"/> $(y \cdot 4) \cdot 8$</p> <p><input type="checkbox"/> $(y \cdot 40) + (y \cdot 8)$</p> <p><input type="checkbox"/> $(y \cdot 4) + 8$</p>																												

STAAR Released Item	Equation Editor/Text Entry
<p>6.9(A) 2017 item 8 [Representation and Solutions of Equations/Inequalities]</p> <p>Liang has a goal of walking at least 18 miles. She walks at a rate of 4 miles per hour. Which inequality can Liang use to find h, the number of hours she should walk in order to meet or exceed her goal?</p> <p>F $4h \geq 18$</p> <p>G $4h \leq 18$</p> <p>H $h + 4 \geq 18$</p> <p>J $h + 4 \leq 18$</p>	<p>Liang has a goal of walking at least 18 miles. She walks at a rate of 4 miles per hour.</p> <p>Write an inequality that represents how to find h, the number of hours Liang should walk in order to meet or exceed her goal.</p> <p>Enter your answer in the space provided.</p> <div data-bbox="1102 454 1764 763"> <input type="text"/> </div>
STAAR Released Item	Drag and Drop
<p>6.9(C) 2018 item 26 [Representation and Solutions of Equations/Inequalities]</p> <p>Which situation can be represented by $17.35x > 624.60$?</p> <p>F A waitress had received a \$17.35 tip. This brought her total in tips to more than \$624.60. How much money in tips did she have before the \$17.35 tip?</p> <p>G Brianda made a deposit of \$17.35 into a savings account. This brought the total in her savings account to \$624.60. How much money did she have in this savings account before she made the deposit?</p> <p>H A dozen tamales cost \$17.35 including tax. How many dozen tamales can a customer buy with \$624.60?</p> <p>J Darren earns \$17.35 per hour at his job. How many hours does he need to work in order to earn more than \$624.60?</p>	<p>Darren earns \$17.35 per hour at his job. How many hours does he need to work in order to earn more than \$624.60?</p> <p>Complete the inequality to represent the situation.</p> <p>Move the correct answer to the box. Not all answers will be used.</p> <div data-bbox="1102 1088 1512 1331"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">></div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">≥</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">≤</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;"><</div> </div> <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> 17.35x <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> □ </div> 624.60 </div> </div>

STAAR Released Item	Multiselect																																						
<p>6.9(C) 2016 item 33 [Representation and Solutions of Equations/Inequalities]</p> <p>Which situation cannot be represented by the equation $x + 10 = 45$?</p> <p>A Marissa spent \$45 on a hat and a shirt. The hat cost \$10. What is x, the cost of the shirt in dollars?</p> <p>B Nicholas rode his bike 45 miles last week. He rode 10 miles on Tuesday and the rest of the miles on Wednesday. What is x, the number of miles Nicholas rode his bike on Wednesday?</p> <p>C Two players scored a total of 45 points in a game. One player scored 10 points. What is x, the number of points scored by the other player?</p> <p>D There are 45 students in a group. There are also 10 adults in the group. What is x, the total number of students and adults in the group?</p>	<p>Select THREE situations that can be represented by the equation $x + 10 = 45$.</p> <p><input type="checkbox"/> Marissa spent \$45 on a hat and a shirt. The hat cost \$10. What is x, the cost of the shirt in dollars?</p> <p><input type="checkbox"/> Nicholas rode his bike 45 miles last week. He rode 10 miles on Tuesday and the rest of the miles on Wednesday. What is x, the number of miles Nicholas rode his bike on Wednesday?</p> <p><input type="checkbox"/> Two players scored a total of 45 points in a game. One player scored 10 points. What is x, the number of points scored by the other player?</p> <p><input type="checkbox"/> There are 45 students in a group. There are also 10 adults in the group. What is x, the total number of students and adults in the group?</p>																																						
STAAR Released Item	Equation Editor/Text Entry																																						
<p>6.10(A) 2019 item 17 [Representation and Solutions of Equations/Inequalities]</p> <p>Ms. Gallegos burns 236 calories riding her bike each hour. She wants to burn more than 590 calories riding her bike at the same rate.</p> <p>Which inequality represents all possible values for t, the number of hours Ms. Gallegos must ride her bike to burn more than 590 calories?</p> <p>A $t > 2.5$</p> <p>B $t < 2.5$</p> <p>C $t > 0.4$</p> <p>D $t < 0.4$</p>	<p>Ms. Gallegos burns 236 calories riding her bike each hour. She wants to burn more than 590 calories riding her bike at the same rate.</p> <p>Write an inequality that represents all possible values for t, the number of hours Ms. Gallegos must ride her bike to burn more than 590 calories.</p> <p>Enter your answer in the space provided.</p> <div style="border: 1px solid gray; padding: 5px;"> <input style="width: 100%; height: 25px; margin-bottom: 5px;" type="text"/> <div style="border: 1px solid gray; padding: 2px; display: flex; flex-wrap: wrap;"> <div style="width: 25px; height: 25px; margin: 2px;">←</div> <div style="width: 25px; height: 25px; margin: 2px;">→</div> <div style="width: 25px; height: 25px; margin: 2px;">↶</div> <div style="width: 25px; height: 25px; margin: 2px;">↷</div> <div style="width: 25px; height: 25px; margin: 2px;">✖</div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25px;">1</td><td style="width: 25px;">2</td><td style="width: 25px;">3</td><td style="width: 25px;"></td><td style="width: 25px;"></td><td style="width: 25px;"></td><td style="width: 25px;"></td></tr> <tr> <td>4</td><td>5</td><td>6</td><td>+</td><td>-</td><td>•</td><td>÷</td></tr> <tr> <td>7</td><td>8</td><td>9</td><td><</td><td>≤</td><td>=</td><td>≥</td><td>></td></tr> <tr> <td></td><td>0</td><td></td><td>[□]</td><td>()</td><td>√[□]</td><td>π</td><td></td></tr> <tr> <td>.</td><td>-</td><td>$\frac{\square}{\square}$</td><td></td><td></td><td></td><td></td><td></td></tr> </table> </div>	1	2	3					4	5	6	+	-	•	÷	7	8	9	<	≤	=	≥	>		0		[□]	()	√ [□]	π		.	-	$\frac{\square}{\square}$					
1	2	3																																					
4	5	6	+	-	•	÷																																	
7	8	9	<	≤	=	≥	>																																
	0		[□]	()	√ [□]	π																																	
.	-	$\frac{\square}{\square}$																																					

STAAR Released Item	Multiselect																									
<p>6.10(B) 2019 item 6 [Representation and Solutions of Equations/Inequalities]</p> <p>Which inequality is true if $p = 3.4$?</p> <p>F $3p < 10.2$</p> <p>G $13.6 \leq 3.9p$</p> <p>H $5p > 17.1$</p> <p>J $8.5 \geq 2.5p$</p>	<p>Select TWO inequalities that is true if $p = 3.4$.</p> <p><input type="checkbox"/> $8 < 2p$</p> <p><input type="checkbox"/> $3p < 10.2$</p> <p><input type="checkbox"/> $13.6 \leq 3.9p$</p> <p><input type="checkbox"/> $5p > 17.1$</p> <p><input type="checkbox"/> $8.5 \geq 2.5p$</p>																									
STAAR Released Item	Equation Editor/Text Entry																									
<p>6.10(B) 2017 item 35 [Representation and Solutions of Equations/Inequalities]</p> <p>Which model shows two equal expressions when the value of x is 4?</p> <p>A $\boxed{x} \boxed{x} \boxed{x} \boxed{x} = \boxed{1} \boxed{1} \boxed{1} \boxed{1}$</p> <p>B $\boxed{x} \boxed{x} \boxed{x} \boxed{x} = \boxed{1}$</p> <p>C $\boxed{x} \boxed{1} \boxed{1} = \boxed{1} \boxed{1} \boxed{1} \boxed{1} \boxed{1}$</p> <p>D $\boxed{x} \boxed{x} = \begin{matrix} \boxed{1} & \boxed{1} & \boxed{1} & \boxed{1} \\ \boxed{1} & \boxed{1} & \boxed{1} & \boxed{1} \end{matrix}$</p>	 <p>What is the value of x?</p> <p>Enter your answer in the space provided.</p> <div data-bbox="1098 1208 1955 1430"> <input type="text"/> <table border="1"> <tr> <td>←</td> <td>→</td> <td>↶</td> <td>↷</td> <td>⊗</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>+</td> <td>-</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td><</td> <td>></td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>()</td> <td></td> </tr> <tr> <td>0</td> <td>.</td> <td>$\frac{\square}{\square}$</td> <td></td> <td></td> </tr> </table> </div>	←	→	↶	↷	⊗	1	2	3	+	-	4	5	6	<	>	7	8	9	()		0	.	$\frac{\square}{\square}$		
←	→	↶	↷	⊗																						
1	2	3	+	-																						
4	5	6	<	>																						
7	8	9	()																							
0	.	$\frac{\square}{\square}$																								

STAAR 2.0 Transitional Items

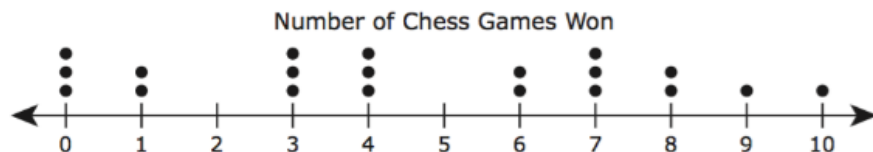
Grade 6

Data Analysis

STAAR Released Item

6.12(C) 2016 item 34
[Measures of Data]

The dot plot shows the number of chess games won by each of the 20 students in a competition.

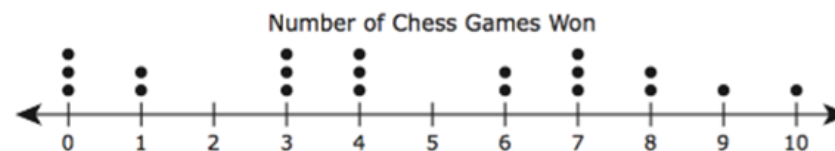


Which statement about the data is true?

- F** The median is 4, and the interquartile range is 10.
- G** The median is 4, and the interquartile range is 5.
- H** The median is 5, and the interquartile range is 10.
- J** The median is 5, and the interquartile range is 5.

Drag and Drop

The dot plot shows the number of chess games won by each of the 20 students in a competition.



Complete the statement about the data.

Move the correct answer to each box. Answers may be used more than once.

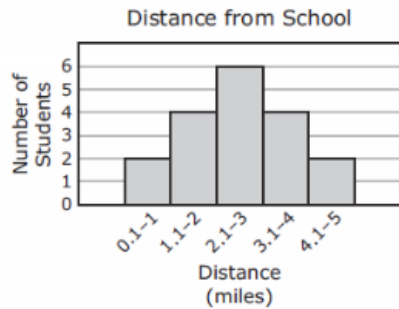
The median is , and the interquartile range is .

-

STAAR Released Item

6.12(C) 2015 item 23
[Measures of Data]

The distance in miles that some students live from school is shown in the histogram.

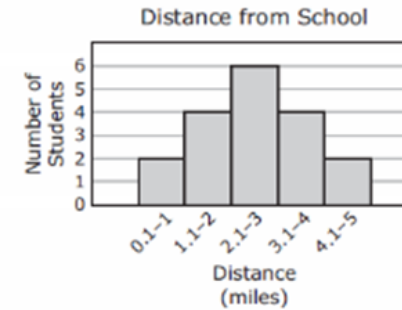


Which statement about the data in the histogram is true?

- A The distribution of the data is asymmetrical, so the mean and the median are likely outside the "2.1-3 mile" category.
- B The distribution of the data is asymmetrical, so the mean and the median are likely within the "2.1-3 mile" category.
- C The distribution of the data is symmetrical, so the mean and the median are likely outside the "2.1-3 mile" category.
- D The distribution of the data is symmetrical, so the mean and the median are likely within the "2.1-3 mile" category.

Inline Choice

The distance in miles that some students live from school is shown in the histogram.



Choose the correct answer from each drop-down menu to complete the statement about the data in the histogram.

The distribution of the data is , so the mean and the median
asymmetrical
symmetrical

are likely the "2.1-3 mile" category.
outside
within

STAAR Released Item

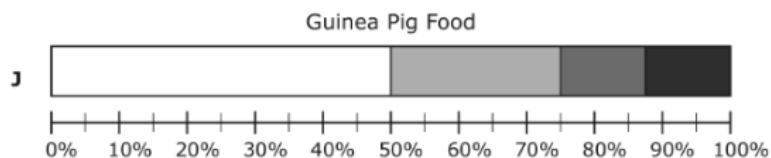
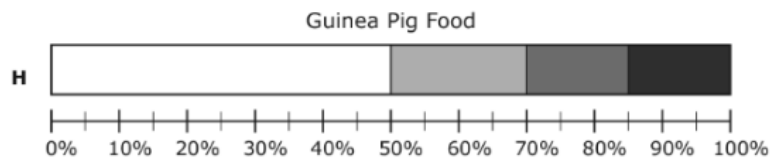
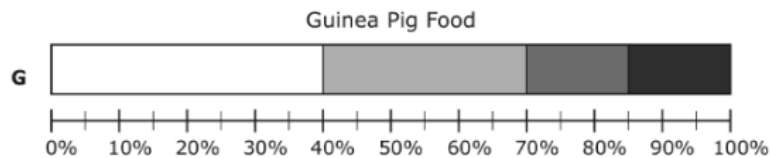
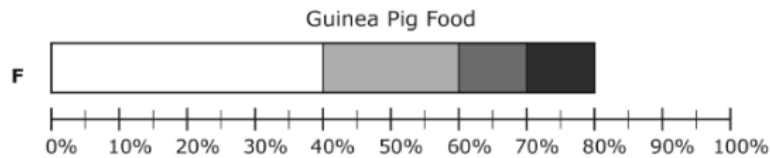
6.12(D) 2019 item 18
[Measures of Data]

On Saturday Kai gave his guinea pig 80 grams of food. The table shows the amount of each type of food he gave to the guinea pig.

Guinea Pig Food

Type of Food	Amount of Food (grams)	Key for Bar Graph
Hay	40	<input type="checkbox"/>
Alfalfa pellets	20	<input type="checkbox"/>
Tomatoes	10	<input type="checkbox"/>
Lettuce	10	<input type="checkbox"/>

Which percentage bar graph best represents the data?



Hot Spot

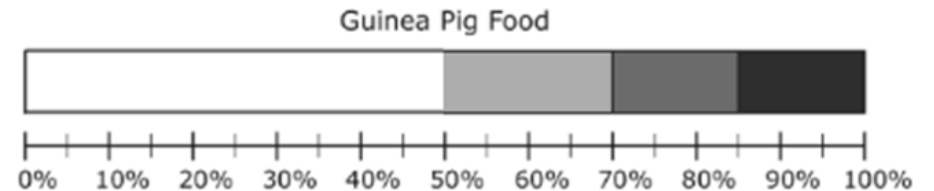
On Saturday Kai gave his guinea pig 80 grams of food. The table shows the amount of each type of food he gave to the guinea pig.

Guinea Pig Food

Type of Food	Amount of Food (grams)	Key for Bar Graph
Hay	40	<input type="checkbox"/>
Alfalfa pellets	20	<input type="checkbox"/>
Tomatoes	10	<input type="checkbox"/>
Lettuce	10	<input type="checkbox"/>

Which bars in the percentage bar graph correctly represent the data?

Select **TWO** correct answers.



STAAR Released Item

6.12(D) 2019 item 28
[Measures of Data]

Each child in a group was asked to choose a single favorite type of cereal. The table shows the number of children who chose each type of cereal as a favorite.

Type of Cereal	Number of Children
Oatmeal	15
Grits	10
Wheat porridge	2
Cold cereal	20
Other	3

Which statement is NOT supported by the data in the table?

- F** More than 5% of the children chose "other" as the favorite type of cereal.
- G** Oatmeal is the favorite type of cereal for 15% of the children.
- H** Cold cereal is associated with the mode for the favorite type of cereal.
- J** Grits is the favorite type of cereal for 20% of the children.

Multiselect

Each child in a group was asked to choose a single favorite type of cereal. The table shows the number of children who chose each type of cereal as a favorite.

Type of Cereal	Number of Children
Oatmeal	15
Grits	10
Wheat porridge	2
Cold cereal	20
Other	3

Which statements are supported by the data in the table?

Select **THREE** correct answers.

- More than 5% of the children chose "other" as the favorite type of cereal.
- Oatmeal is the favorite type of cereal for 15% of the children.
- Cold cereal is associated with the mode for the favorite type of cereal.
- Grits is the favorite type of cereal for 20% of the children.

STAAR Released Item

6.3(D) 2021 item 25
[All Operations with Integers]

Shemar bought a bag of marbles. He took the marbles out of the bag one at a time. He recorded the color of each marble in this tally chart.

Marbles

Color	Number of Marbles
Black	
Yellow	
Green	
Red	
White	

In which table do the percentages represent the relative frequency of these marble colors

Marbles

A

Color	Percentage of All Marbles
Black	15%
Yellow	10%
Green	12%
Red	5%
White	8%

Marbles

C

Color	Percentage of All Marbles
Black	10%
Yellow	16%
Green	20%
Red	24%
White	30%

Marbles

B

Color	Percentage of All Marbles
Black	15%
Yellow	25%
Green	37%
Red	42%
White	50%

Marbles

D

Color	Percentage of All Marbles
Black	30%
Yellow	20%
Green	24%
Red	10%
White	16%

Drag and Drop

Shemar bought a bag of marbles. He took the marbles out of the bag one at a time. He recorded the color of each marble in this tally chart.

Marbles

Color	Number of Marbles
Black	
Yellow	
Green	
Red	
White	

Complete the table to represent the relative frequency of these marble colors in percentages.

Move the correct answer to each box. Not all answers will be used.

Marbles

Color	Percentage of All Marbles
Black	30%
Yellow	
Green	24%
Red	10%
White	

- 8%
- 15%
- 16%
- 20%
- 25%