

# Ready<sup>®</sup> Florida MAFS



**NOT FOR RESALE**

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# For the Teacher

## What is *Ready*® *FSA Mathematics Assessments*?

*Ready*® *FSA Mathematics Assessments* focuses on the Mathematics Florida Standards (MAFS) that may be assessed on the Florida Standards Assessments (FSA). By completing this book, students develop mastery of the grade-level MAFS. To develop this mastery, students solve a variety of selected-response and constructed-response problems.

*Ready FSA Mathematics Assessments*—was developed to match the scope and depth of the FSA. Although *Ready Assessments* is print-based—compared to the online FSA—it matches the blueprint, range of item types, and rigor of the FSA. In addition, it includes innovative print-based item types that simulate technology-enhanced items that will appear on the FSA.

## How does *Ready*® *FSA Mathematics Assessments* correlate to the MAFS?

The grade 7 student book has two assessments, each with 66 questions that address the five mathematics Reporting Categories assessed in grade 7:

- Ratio & Proportional Relationships
- Expressions & Equations
- Geometry
- Statistics & Probability
- The Number System

For more detailed information about how each *Ready FSA Mathematics Assessments* question correlates with the MAFS Reporting Categories as well as the Mathematics Florida Standards (MAFS), see the Florida MAFS Coverage by *Ready*® *Florida* (pages 13–17) and the *Ready*® *FSA Mathematics Assessments Answer Key and Correlations* (pages 18–21) charts.

### **Ready Teacher Toolbox**

If you subscribe to *Ready Teacher Toolbox* (<http://www.teacher-toolbox.com/>), you can project *Ready Assessments* items in front of the class and review them together. You also have access to *Ready Instruction* lessons, Tools for Instruction, and Guided Interactive Tutorials.

## When should I administer *Ready*® *FSA Mathematics Assessments*?

Use the two assessments throughout the year to benchmark student progress. Alternatively, you can use all or specific items of an assessment as homework or review of specific standards. Use the correlation charts beginning on page 13 to identify standard alignments for items.

## How do I introduce my students to *Ready*® *FSA Mathematics Assessments*?

Let students know that this assessment may differ from assessments they've taken in the past. Tell students that they will need to answer two kinds of problems:

- Selected-response, which give a number of possible answers to choose from. Some problems may have five or more answers to choose from, and some will have more than one correct answer.
- Constructed-response, which ask students to write the answer. Some constructed-response problems have multiple parts.

See pages 4 and 5 for examples of these new item types. You may wish to walk students through each item type as a class before administering the assessments.

Provide each student with a test booklet, two sharpened pencils, and an eraser. Have students write their names on the inside front cover of their test booklet. Then have students read the To The Student section, paying particular attention to the tips for answering multiple-choice and multi-select problems.

Each assessment should be given in two sessions. Allow 80 minutes for each session.

## Where do students record their answers?

Students should record their answers to constructed-response problems in their test booklets. For selected-response problems, you have two options:

- To more closely simulate the online testing experience, you may wish to have students answer all problems in their test booklets rather than using an answer form. If you choose this option, have students fill in the circle(s) for the letter (or letters) of the correct answer choice(s) in their test booklets.
- For ease of scoring, you may wish to have students answer selected-response problems on the answer form provided in the back of each test booklet. If you choose this option, have students carefully tear out their answer form and fill in their personal information.

Remind students that if they change an answer, they should fully erase their first answer.

## What is the correction procedure?

Score the selected-response problems using either the Answer Key on pages 18–21 or the completed Answer Forms on pages 6 and 7 of this teacher guide. Score the constructed-response problems using the Answers to Constructed-Response Questions on pages 8–12.

Once students have covered a significant portion of the **Ready MAFS Instruction** program, you may wish to correct the assessment orally after completion. If so, review the answers, explaining concepts that students may not fully understand, and encourage them to discuss the thought process they used to answer the questions.

## How should I use the results of *Ready*® FSA Mathematics Assessments?

**Ready Assessments** can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the **Ready Assessments** Answer Key and Correlations, beginning on page 18, to identify the standard that each problem has been designed to evaluate. For students who answer a problem incorrectly, provide additional instruction and practice through **Ready MAFS Instruction**. For a list of the MAFS that **Ready Assessments** assess, see the correlation chart beginning on page 13.

## Which factors should I consider in preparing my students for the mathematics portion of the FSA?

A student's attitude toward test-taking can affect performance on tests. Test anxiety often decreases when students experience success with a format and content similar to that which appears on the actual test. Making sure that all students complete **Ready FSA Mathematics Assessments** with a feeling of accomplishment is an effective preparation for taking the mathematics portion of the FSA.

## Innovative Item Type Examples

To familiarize students with the innovative item types in *Ready FSA Mathematics Assessments*, it may be especially helpful to display and review these examples:

- Multi-select: One or more answer choices may be correct. Multi-select items will have five or six answer choices.

**9**

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Select all the numbers that are greater than 10.

- Ⓐ 9
  - Ⓑ 11
  - Ⓒ 3
  - Ⓓ 45
  - Ⓔ 0
  - Ⓕ 75
- Matching: Problems feature tables with data, numbers, expressions, or equations in row and column headers. Students mark Xs to match each row with the correct column.

**9**

---

Look at the number sentences in each row in the table below. For each number sentence, draw an X in the correct column to show whether the number sentence is greater than 5, equal to 5, or less than 5.

	<b>Greater than 5</b>	<b>Equal to 5</b>	<b>Less than 5</b>
$2 + 3$		X	
$4 - 1$			X
$6 + 4$	X		

- Hot Text: A partial graph, figure, or drawing is given, and students must complete it.

**9**

Ron has a blanket made of 8 equal square sections. The blanket is  $\frac{3}{4}$  blue and  $\frac{1}{8}$  green. The rest of the blanket is red. Write "Blue," "Green," or "Red" on each section of the figure below so that it represents Ron's blanket.

Blue	Blue	Blue	Red
Blue	Blue	Blue	Green

- Drag and Drop: Students use a list of numbers or symbols to fill in dashed-line boxes or circles to answer the problem.

**9**

Write numbers in the boxes and a symbol in the circle below to show a multiplication problem Sharon could use to help her solve the division problem  $72 \div \square = 9$ . Use numbers and symbols from the list on the right. You may use numbers more than once. There is more than one correct answer.

$$\boxed{8} \circledast \boxed{9} = \boxed{72}$$

6
8
9
17
72
144
+
-
×
÷

Name \_\_\_\_\_  
Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_

### Assessment 1

#### Section 1

1. See page 8.
2. ● (B) (C) ● (E) ●
3. (A) ● (C) (D)
4. See page 8.
5. See page 8.
6. (A) ● (C) (D)
7. (A) ● (C) (D) ● (F)
8. See page 8.
9. ● (B) (C) (D) (E) ●
10. See page 8.
11. (A) ● ● ● (E) (F)
12. (A) (B) (C) ●
13. See page 8.
14. (A) (B) (C) ●
15. See page 8.
16. See page 8.
17. See page 8.
18. ● (B) (C) (D)
19. See page 8.
20. (A) (B) (C) ●

#### Section 2

21. See page 8.
22. See page 8.
23. (A) ● (C) (D)
24. (A) ● ● (D) (E) ●
25. See page 8.
26. See page 8.
27. See page 8.
28. ● (B) (C) (D)
29. See page 8.
30. See page 8.
31. See page 8.
32. See page 9.
33. ● (B) (C) (D)
34. (A) ● (C) (D)
35. See page 9.
36. (A) (B) (C) ●
37. See page 9.
38. See page 9.
39. See page 9.
40. See page 9.
41. (A) (B) (C) ●
42. See page 9.
43. (A) (B) ● (D)
44. See page 9.
45. (A) ● (C) (D)
46. See page 9.
47. See page 9.
48. See page 9.
49. See page 9.
50. See page 9.
51. See page 9.
52. (A) (B) (C) ●
53. See page 9.
54. See page 10.
55. See page 10.
56. (A) (B) (C) ●
57. See page 10.
58. ● (B) (C) ● ● (F)
59. See page 10.
60. (A) (B) ● (D)
61. See page 10.
62. See page 10.
63. See page 10.
64. (A) (B) (C) ●
65. See page 10.
66. See page 10.



Name \_\_\_\_\_  
Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_

## Assessment 2

### Section 1

1. See page 10.
2. See page 10.
3. See page 10.
4. See page 10.
5. (A) (B) ● (D)
6. See page 10.
7. See page 10.
8. ● ● (C) ● (E) ●
9. (A) ● (C) (D)
10. (A) ● (C) (D)
11. See page 10.
12. See page 10.
13. (A) (B) ● (D) ● (F)
14. (A) (B) ● (D)
15. See page 11.
16. See page 11.
17. (A) (B) ● (D)
18. See page 11.
19. See page 11.
20. ● (B) (C) (D)

### Section 2

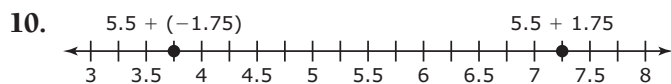
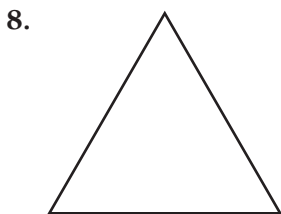
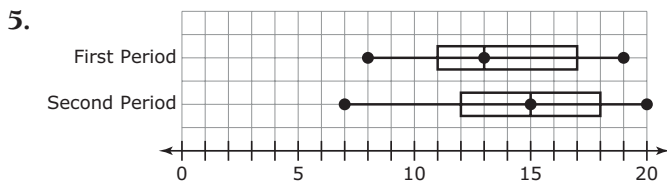
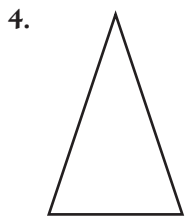
21. See page 11.
22. (A) ● (C) (D)
23. (A) ● (C) (D) ● (F)
24. See page 11.
25. See page 11.
26. (A) ● ● (D) (E)
27. See page 11.
28. See page 11.
29. See page 12.
30. (A) ● (C) (D)
31. ● ● (C) ● (E) ●
32. See page 12.
33. See page 12.
34. (A) ● (C) (D)
35. See page 12.
36. See page 12.
37. ● (B) ● (D) ● (F)
38. See page 12.
39. (A) ● (C) (D)
40. See page 12.
41. (A) ● (C) (D)
42. (A) (B) ● (D)
43. See page 12.
44. See page 12.
45. See page 12.
46. (A) ● (C) (D)
47. (A) (B) ● (D)
48. See page 12.
49. See page 12.
50. See page 12.
51. (A) (B) ● (D)
52. See page 12.
53. (A) ● (C) (D)
54. See page 12.
55. See page 12.
56. See page 12.
57. (A) ● ● (D) ●
58. See page 12.
59. See page 12.
60. See page 12.
61. (A) (B) (C) ●
62. (A) ● ● (D) (E) ●
63. See page 12.
64. See page 12.
65. See page 12.
66. (A) ● (C) (D)

# Answers to Constructed-Response Questions

## Assessment 1 pages 1–37

1.

Report	Likely	Unlikely	Neither
There is a 5% chance of snow.		X	
There is a 0.55 chance of rain.			X
There is a $\frac{7}{8}$ chance of freezing temperatures.	X		



13.

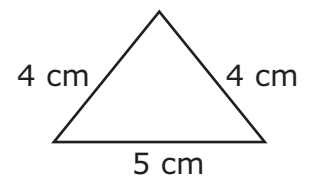
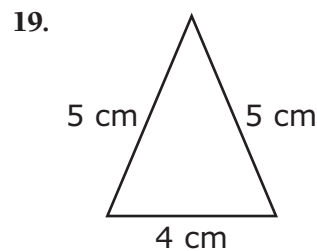
Hours after Sunrise	Temperature in Degrees Fahrenheit
5	$-8\frac{1}{2}$
7	$-7\frac{1}{2}$
8	$-9\frac{3}{4}$
10	$-14\frac{1}{4}$

15.

Expression	Less than -1	Greater than 1	Neither
$-7 \div (-4)$		X	
$-(3 \div 2)$	X		
$-\frac{8}{5} \times (-\frac{5}{8})$			X
$(-5) \div (-3)$		X	
$(-9) \div 6$	X		

16. **Part A:**  $0.\overline{18}$   
**Part B:**  $0.3\overline{6}$

17.  $\frac{3}{4}$



21. 10

22.  $\frac{3}{4}$

25. 7.17

26. **Part A:**  $4.25 + 1.25m$ ;  $5.75 + 0.75m$

**Part B:**  $10 + 2m$

**Part C:**  $2(5 + m)$

27. **Part A:** 75

**Part B:**  $d = 75x$

**Part C:** 375

29. **Part A:** 2,956.86

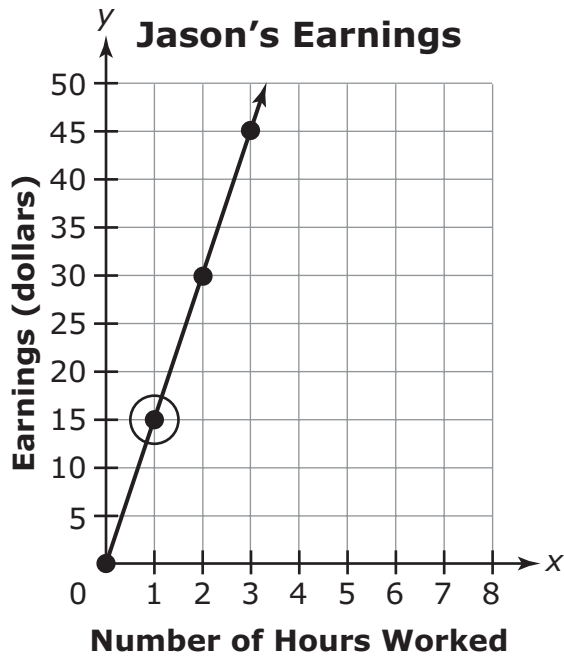
**Part B:** 244.25

**Part C:** 854.87

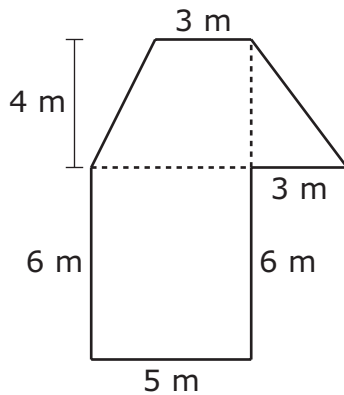
30.  $1.5a - 0.5$

31. 100

32.



35. **Part A:** Possible answer:



**Part B:** 52

37. **Part A:**  $t = 0.75v + 12.75$

**Part B:** 124

**Part C:** 130.55

38. **Part A:**

Vehicle	Percent
Passenger Car	75%
Light Truck	12%
Heavy Truck	13%

**Part B:** 1.6

39. 162

40. 972

42.  $\frac{7}{20}$

44. 21.5

46.

Scenario	Constant of Proportionality										
With 10 pounds of tomatoes, Just Juice Company can produce 5 pints of tomato juice.	0.5										
$j = 0.7t$ , where $j$ = the number of pints of juice and $t$ = the number of pounds of tomatoes	0.7										
	0.6										
<table border="1"> <tbody> <tr> <td>Tomatoes (lb)</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> </tr> <tr> <td>Tomato Juice (pt)</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> </tr> </tbody> </table>	Tomatoes (lb)	4	8	12	16	Tomato Juice (pt)	5	10	15	20	1.25
Tomatoes (lb)	4	8	12	16							
Tomato Juice (pt)	5	10	15	20							

47. 125

48. Possible explanation:  $(0, 0)$  represents that Hachi earns no money when he does not work.  $(1, 10)$  represents that he earns an hourly wage of \$10 per hour.

49. 53

50. **Part A:** 0.75 or  $\frac{3}{4}$

**Part B:**  $-1.125$  or  $-1\frac{1}{8}$

**Part C:** between 14 and 18 minutes; Possible explanation: That part of the graph is steepest.

51. **Part A:** 38

**Part B:** 1,086.80

**Part C:** 2,340.80

53. **Part A:** 454.41

**Part B:** 80.19

**Part C:** Possible equation:  $T = 0.918p$

54. 75.9375

55. 179

57. 26

59.  $\frac{3}{2}$

61. **Part A:** 20

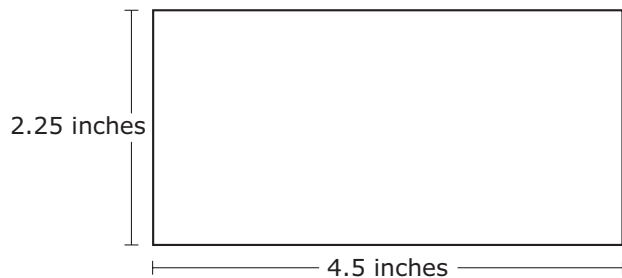
**Part B:** 35

**Part C:** 45

62. **Part A:** 300; 150

**Part B:** 45,000

**Part C:**



63. 483.84

65. **Part A:** 180

**Part B:** 150

66. **Part A:** Possible answer:  $b\left(3\frac{3}{4} + 1\frac{5}{8}\right) = 86$

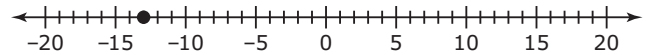
**Part B:** 16

**Part C:** 8

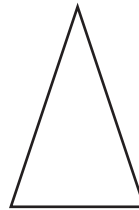
## Assessment 2 pages 38–78

Assign 1 point for each Part, except where otherwise noted.

1. Point A



2.

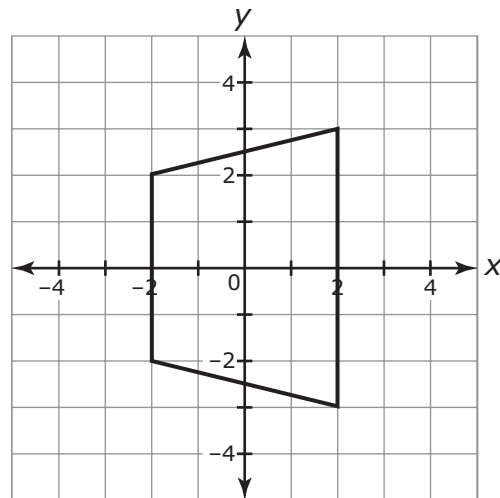


3. -8

4. **Part A:** Possible answer:  $x + \left(x + \frac{4}{5}\right) + x + \left(x + \frac{4}{5}\right)$

**Part B:** Possible answer:  $2\left(2x + \frac{4}{5}\right)$  is equivalent to the expression  $2\left(x + x + \frac{4}{5}\right)$  by combining the like terms inside the parentheses.

6. Possible answer:



7. **Part A:**  $-\frac{3}{4}$ ;  $-\frac{2}{3}$

**Part B:**  $-\frac{5}{7}$

11. 22.25

12. **Part A:** 60

**Part B:** 6:00

**Part C:** Possible answer: Yes; The train must have traveled faster than its average speed while Sabine was on it. Sabine boarded the train when it was stopped, and it took some time for it to speed up. Since it was below its average speed for some time, it must have above its average speed for some time as well.

15.  $-0.75$

16. **Part A:** The cross section would be a circle with radius 5 inches.

**Part B:** The cross section would be a circle with radius less than 5 inches, and it would be a smaller circle than the one in Part A.

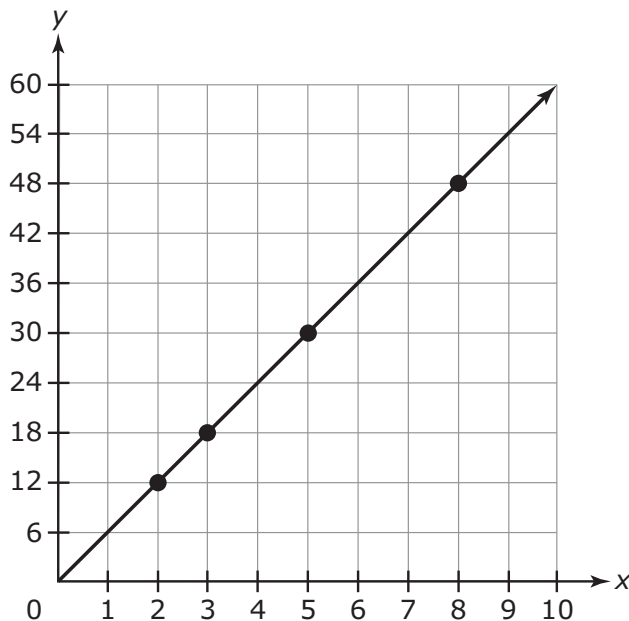
18.

Expression	Less than $-1$	Greater than 1	Neither
$-3 \div (-4)$			X
$-(5 \div 2)$	X		
$-\frac{8}{3} \times \left(-\frac{3}{5}\right)$		X	
$-2 \times \left(-\frac{7}{2}\right)$		X	
$(-10) \div 6$	X		

19. 300

21. **Part A:** Possible answer: Yes, the number of quarters and the number of minutes are in a proportional relationship, because all of the ratios of  $\frac{y}{x}$  in the table are equivalent. Each ratio is equal to 6.

**Part B:**  $y$ -intercept: 0

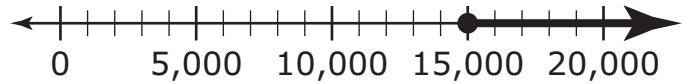


**Part C:** Possible answer: You can draw a line through the points to see if it passes through the origin. If it does, then  $x$  and  $y$  are in a proportional relationship. Note that you can only have a whole number of quarters, so other than testing for a proportional relationship, a line is not really appropriate.

24. **Part A:** Possible inequality:  $2,500 + 0.12s \geq 4,300$

**Part B:**  $s \geq 15,000$

**Part C:** Possible answer:



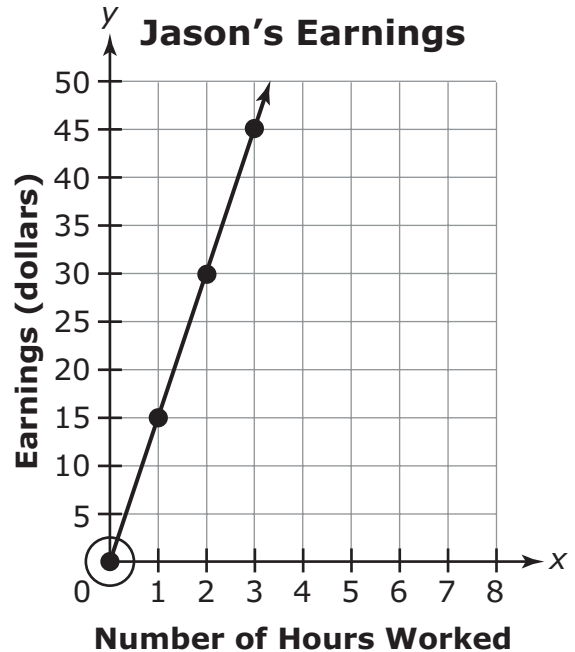
25. **Part A:** 2,010.2

**Part B:** 1.8

27.

Report	Likely	Unlikely	Neither
There is a 0.85 chance of Team A scoring less than 70 points.	X		
There is a 45% chance of Team B scoring more than 60 points.			X
There is a $\frac{1}{5}$ chance of Team C winning the game over Team D.		X	

28.



29. **Part A:** 5.50

**Part B:** 1.98

32. **Part A:** 3

**Part B:** 22.5

33. 1,071

35. **Part A:**

	Batch 1	Batch 2	Batch 3
Cottonseed	$\frac{3}{4}$	$1\frac{1}{2}$	3
Phosphate	$\frac{1}{2}$	1	2
Wood Ash	$\frac{1}{2}$	1	2
Limestone	$\frac{1}{4}$	$\frac{1}{2}$	1

**Part B:** 6; 3

36. 41.34

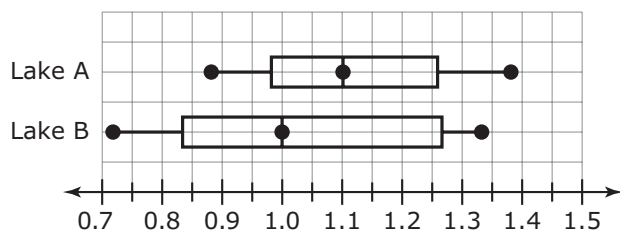
38. 12

40. 153.86

43. 108

44.  $y = 4x$

45.



48. **Part A:** 84

**Part B:** 80

49. 108

50. **Part A:**  $5.5 + 1.75m$ ;  $6.5 + 1.25m$

**Part B:**  $12 + 3m$

**Part C:**  $3(4 + m)$

52. 26

54. 72.22

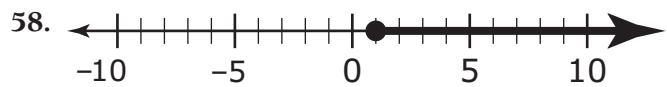
55. **Part A:** 36

**Part B:** 28.80

56. **Part A:** 15

**Part B:** 133

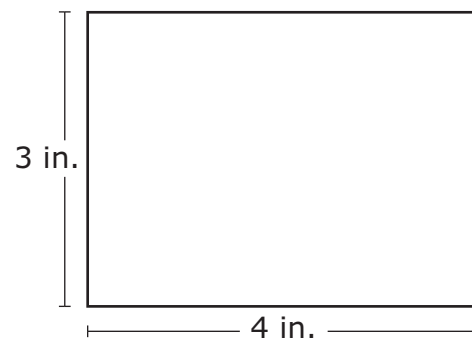
**Part C:** 19



59. 86.4

60. **Part A:** 27; 36

**Part B:**



63. **Part A:** Possible answer: There are 20 minutes of commercials for every 60 minutes of programming.

**Part B:**  $\frac{1}{3}$

64. **Part A:** 96

**Part B:** 17.27

**Part C:** 16.485

65. **Part A:** 20

**Part B:** 22.5

# Correlation Charts

## Florida MAFS Coverage by *Ready*® Florida

The chart below correlates each Mathematics Florida Standard to the *Ready*® Assessments item(s) that assess it, and to the **Instruction** lesson(s) that offer(s) comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Mathematics Florida Standards for Grade 7	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
<b>Ratios and Proportional Relationships</b>					
<b>Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>					
<b>7.RP.1.1</b>	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{\frac{1}{2}}{\frac{1}{4}}</math> miles per hour, equivalently 2 miles per hour.</i>	Major	24, 36, 59	32, 35, 51	9, 22
<b>7.RP.1.2</b>	Recognize and represent proportional relationships between quantities.	Major	—	—	10, 11
<b>7.RP.1.2a</b>	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Major	33, 41	21, 39, 46	10
<b>7.RP.1.2b</b>	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Major	32, 41, 46, 50, 62, 64	28, 61, 66	10
<b>7.RP.1.2c</b>	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>	Major	27, 34, 43, 46, 56	42, 44	11
<b>7.RP.1.2d</b>	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	Major	32, 48	28, 53, 63	11
<b>7.RP.1.3</b>	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	Major	21, 22, 39, 40, 45, 51, 53	22, 24, 48, 55, 60	12, 13

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

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Mathematics Florida Standards for Grade 7	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
<b>The Number System</b>					
<b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>					
<b>7.NS.1.1</b>	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Major	—	—	1, 2, 3, 7
<b>7.NS.1.1a</b>	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	Major	3	17	1, 7
<b>7.NS.1.1b</b>	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Major	20	1, 15	1, 7
<b>7.NS.1.1c</b>	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Major	2, 10, 14, 20	1, 8	2, 7
<b>7.NS.1.1d</b>	Apply properties of operations as strategies to add and subtract rational numbers.	Major	13, 17, 28, 30	1, 5, 8, 11, 15	3, 7
<b>7.NS.1.2</b>	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Major	—	—	4, 5, 6
<b>7.NS.1.2a</b>	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Major	14, 15	3, 18	4, 6
<b>7.NS.1.2b</b>	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$ . Interpret quotients of rational numbers by describing real-world contexts.	Major	7, 15, 16	9, 18	4, 6
<b>7.NS.1.2c</b>	Apply properties of operations as strategies to multiply and divide rational numbers.	Major	13, 15, 26, 64	7, 18, 23, 50, 66	4, 6
<b>7.NS.1.2d</b>	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Major	6, 16	5	5
<b>7.NS.1.3</b>	Solve real-world and mathematical problems involving the four operations with rational numbers.	Major	13, 14, 16, 22, 23, 25, 28, 40, 51, 54, 64, 66	5, 7, 9, 11, 12, 15, 17, 29, 36, 45, 55, 56, 60, 66	8

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Mathematics Florida Standards for Grade 7		Content Emphasis	Ready® Florida		
			Assessments Item Number(s)		Instruction Lesson(s)
			Assessment 1	Assessment 2	
<b>Expressions and Equations</b>					
<b>Use properties of operations to generate equivalent expressions.</b>					
7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Major	12, 26, 28, 30, 53	4, 23, 50	14
7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</i>	Major	9, 12, 53	4, 10, 14	15
<b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b>					
7.EE.2.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	Major	13, 21, 23, 24, 27, 37, 39, 51	7, 11, 12, 22, 29, 36, 45, 48, 56	8, 16, 17
7.EE.2.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Major	—	—	16, 17
7.EE.2.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	Major	31, 37, 57, 66	31, 34, 52	16
7.EE.2.4b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>	Major	45, 52	24, 47, 58	17
<b>Geometry</b>					
<b>Draw, construct, and describe geometrical figures and describe the relationships between them.</b>					
7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Additional	22, 29, 40, 62	38, 49, 60	22

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Mathematics Florida Standards for Grade 7		Content Emphasis	Ready® Florida		
			Assessments Item Number(s)		Instruction Lesson(s)
			Assessment 1	Assessment 2	
<b>Geometry (continued)</b>					
<b>Draw, construct, and describe geometrical figures and describe the relationships between them. (continued)</b>					
7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Additional	4, 11, 19	6, 13, 20	19
7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Additional	8, 18	2, 16	25
<b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b>					
7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Additional	25, 44, 55	25, 33, 40, 54	21
7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Additional	31, 49	43, 52, 59	18
7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Additional	35, 54, 63	25, 36, 64	20, 23, 24
<b>Statistics and Probability</b>					
<b>Use random sampling to draw inferences about a population.</b>					
7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Supporting	47, 65	30	26
7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	Supporting	47, 65	26, 30	27
<b>Draw informal comparative inferences about two populations.</b>					
7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	Additional	5, 60	41	28
7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	Additional	5, 60	37, 41, 45	29

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Mathematics Florida Standards for Grade 7	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
<b>Statistics and Probability (continued)</b>					
<b>Investigate chance processes and develop, use, and evaluate probability models.</b>					
<b>7.SP.3.5</b>	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Supporting	1	27	30
<b>7.SP.3.6</b>	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	Supporting	42	19, 26, 57	31
<b>7.SP.3.7</b>	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Supporting	—	—	32
<b>7.SP.3.7a</b>	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	Supporting	44, 58	62	32
<b>7.SP.3.7b</b>	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	Supporting	38, 61	65	32
<b>7.SP.3.8</b>	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Supporting	—	—	33
<b>7.SP.3.8a</b>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Supporting	38, 58	62	33
<b>7.SP.3.8b</b>	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.	Supporting	38, 58	62	33
<b>7.SP.3.8c</b>	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	Supporting	61	—	33

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## Ready® FSA Mathematics Assessments Answer Key and Correlations

The charts below show the answers to multiple-choice and multi-select items in the **Ready® FSA Mathematics Assessments** tests, plus the depth-of-knowledge (DOK) index, primary standard, secondary standard(s), and corresponding **Ready® Florida MAFS Instruction** lesson(s) for every item. Score 1 point for each multiple-choice item and 2 points for each multi-select item. For all constructed-response items, see scoring information in Answers to Constructed-Response Questions beginning on page 8. Use this information to adjust lesson plans and focus remediation.

Assessment 1						
Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
1	See page 8.	1	4	7.SP.3.5	—	30
2	A, D, and F	1	2, 5, 7	7.NS.1.1c	—	2, 7
3	B	2	5	7.NS.1.1a	—	1, 7
4	See page 8.	2	—	7.G.1.2	—	19
5	See page 8.	3	—	7.SP.2.4	7.SP.2.3	28, 29
6	B	1	7	7.NS.1.2d	—	5
7	B and E	1	7	7.NS.1.2b	—	4, 6
8	See page 8.	2	—	7.G.1.3	—	25
9	A and F	2	7	7.EE.1.2	—	15
10	See page 8.	1	—	7.NS.1.1c	—	2, 7
11	B, C, and D	2	3, 5, 6	7.G.1.2	—	19
12	D	2	7	7.EE.1.2	7.EE.1.1	14, 16
13	See page 8.	2	1, 5	7.NS.1.3	7.EE.2.3, 7.NS.1.1d, 7.NS.1.2c	3, 4, 7, 6, 8, 16, 17
14	D	2	2, 4	7.NS.1.2a	7.NS.1.1c, 7.NS.1.3	2, 4, 6, 7, 8
15	See page 8.	2	2, 7	7.NS.1.2c	7.NS.1.2a, 7.NS.1.2b	4, 6
16	See page 8.	2	3, 6, 8	7.NS.1.2d	7.NS.1.2b, 7.NS.1.3	4, 5, 6, 8
17	See page 8.	1	5, 7	7.NS.1.1d	—	3, 7
18	A	2	5	7.G.1.3	—	25
19	See page 8.	2	2, 7	7.G.1.2	—	19
20	D	1	2, 3, 5	7.NS.1.1b	7.NS.1.1c	1, 2, 7
21	See page 8.	3	1, 2, 5, 6	7.RP.1.3	7.EE.2.3	8, 12, 13, 16, 17
22	See page 8.	3	2, 5	7.G.1.1	7.RP.1.3, 7.NS.1.3	8, 12, 13, 22
23	B	2	5	7.EE.2.3	7.NS.1.3	8, 16, 17
24	B, C, and F	2	2, 6, 4	7.RP.1.1	7.EE.2.3	8, 9, 16, 17, 22,
25	See page 8.	2	4, 5	7.G.2.4	7.NS.1.3	8, 21
26	See page 8.	2	4, 7	7.EE.1.1	7.NS.1.2c	4, 6, 14
27	See page 8.	2	4, 5	7.EE.2.3	7.RP.1.2c	8, 11, 16, 17
28	A	2	7	7.EE.1.1	7.NS.1.1d, 7.NS.1.3	3, 7, 8, 14
29	See page 8.	2	2, 3, 4, 6	7.G.1.1	—	22
30	See page 8.	2	7	7.EE.1.1	7.NS.1.1d	3, 7, 14
31	See page 8.	2	5, 6	7.G.2.5	7.EE.2.4a	16, 18
32	See page 9.	1	2, 8	7.RP.1.2d	7.RP.1.2b	10, 11

## Assessment 1

Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
33	A	1	2, 5	7.RP.1.2a	—	10
34	B	1	2, 8	7.RP.1.2c	—	11
35	See page 9.	2	—	7.G.2.6	—	20, 23, 24
36	D	1	2, 4, 6	7.RP.1.1	—	9, 22
37	See page 9.	2	1, 2, 4, 6, 7	7.EE.2.4a	7.EE.2.3	8, 16, 17
38	See page 9.	2	4	7.SP.3.7b	7.SP.3.8a, 7.SP.3.8b	32, 33
39	See page 9.	3	5	7.EE.2.3	7.RP.1.3	8, 12, 13, 16, 17
40	See page 9.	2	2, 5	7.G.1.1	7.RP.1.3, 7.NS.1.3	8, 12, 13, 22
41	D	2	2, 5	7.RP.1.2a	7.RP.1.2b	10
42	See page 9.	2	—	7.SP.3.6	—	31
43	C	2	2, 8	7.RP.1.2c	—	11
44	See page 9.	2	4	7.SP.3.7a	7.G.2.4	21, 32
45	B	2	1, 2, 5, 6, 7	7.EE.2.4b	7.RP.1.3	12, 13, 17
46	See page 9.	2	2, 4	7.RP.1.2b	7.RP.1.2c	10, 11
47	See page 9.	3	—	7.SP.1.2	7.SP.1.1	26, 27
48	See page 9.	2	2, 4	7.RP.1.2d	—	11
49	See page 9.	2	—	7.G.2.5	—	18
50	See page 9.	3	2, 3, 5, 6, 8	7.RP.1.2b	—	10
51	See page 9.	2	1, 2, 4, 5, 6	7.RP.1.3	7.NS.1.3, 7.EE.2.3	8, 12, 13, 16, 17
52	D	2	1, 2, 5, 6, 7	7.EE.2.4b	—	17
53	See page 9.	3	1, 2, 3, 5, 6	7.RP.1.3	7.EE.1.1, 7.EE.1.2	12, 13, 14, 15
54	See page 10.	2	1, 5	7.G.2.6	7.NS.1.3	8, 20, 23, 24
55	See page 10.	2	4, 5	7.G.2.4	—	21
56	D	1	2, 8	7.RP.1.2c	—	11
57	See page 10.	3	1, 2, 6, 7	7.EE.2.4a	—	16
58	A, D, and E	2	—	7.SP.3.7a	7.SP.3.8a, 7.SP.3.8b	32, 33
59	See page 10.	1	2, 6, 4	7.RP.1.1	—	9, 22
60	C	2	4	7.SP.2.4	7.SP.2.3	28, 29
61	See page 10.	2	4, 5	7.SP.3.7b	7.SP.3.8c	32, 33
62	See page 10.	2	2, 3, 5, 6	7.G.1.1	7.RP.1.2b	10, 22
63	See page 10.	3	1, 5	7.G.2.6	—	20, 23, 24
64	D	2	2, 5, 8	7.RP.1.2b	7.NS.1.2c, 7.NS.1.3	4, 6, 8, 10
65	See page 10.	2	3, 4, 6	7.SP.1.2	7.SP.1.1	26, 27
66	See page 10.	2	1, 2, 4, 6, 7	7.EE.2.4a	7.NS.1.3	8, 16

## Assessment 2

Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
1	See page 10.	2	5, 7	7.NS.1.1b	7.NS.1.1c, 7.NS.1.1d	1, 2, 3, 7
2	See page 10.	2	—	7.G.1.3	—	25
3	See page 10.	1	7	7.NS.1.2a	—	4, 6
4	See page 10.	2	3, 6, 7	7.EE.1.2	7.EE.1.1	14, 17
5	C	2	7	7.NS.1.2d	7.NS.1.1d, 7.NS.1.3	3, 5, 7, 8
6	See page 10.	2	—	7.G.1.2	—	19
7	See page 10.	2	1, 3, 6, 7	7.NS.1.2c	7.NS.1.3, 7.EE.2.3	4, 6, 8, 16, 17
8	A, B, D, and F	1	2, 5, 7	7.NS.1.1c	7.NS.1.1d	2, 3, 7
9	B	2	2, 4	7.NS.1.2b	7.NS.1.3	4, 6, 8
10	B	1	7	7.EE.1.2	—	18
11	See page 10.	2	5, 7	7.NS.1.1d	7.NS.1.3, 7.EE.2.3	3, 7, 8, 16, 17
12	See page 10.	2	1, 3, 6, 7	7.NS.1.3	7.EE.2.3	8, 16, 17
13	C and E	2	—	7.G.1.2	—	19
14	C	2	—	7.EE.1.2	—	19
15	See page 11.	2	1, 5, 7	7.NS.1.3	7.NS.1.1b, 7.NS.1.1d	1, 3, 7, 8
16	See page 11.	3	5	7.G.1.3	—	25
17	C	2	5	7.NS.1.1a	7.NS.1.3	1, 7, 8
18	See page 11.	2	2, 7	7.NS.1.2c	7.NS.1.2a, 7.NS.1.2b	4, 6
19	See page 11.	1	4	7.SP.3.6	—	31
20	A	2	3, 5, 6	7.G.1.2	—	19
21	See page 11.	3	2, 3, 5, 6	7.RP.1.2a	—	10
22	B	2	1, 2, 5, 6	7.RP.1.3	7.EE.2.3	8, 12, 13, 16, 17
23	B and E	1	7	7.EE.1.1	7.NS.1.2c	4, 6, 14
24	See page 11.	2	1, 2, 4, 5, 6, 7	7.EE.2.4b	7.RP.1.3	12, 13, 17
25	See page 11.	2	1, 4, 5	7.G.2.6	7.G.2.4	20, 21, 23, 24
26	B and C	2	1, 4	7.SP.1.2	7.SP.3.6	27, 31
27	See page 11.	2	—	7.SP.3.5	—	30
28	See page 11.	1	2, 8	7.RP.1.2d	7.RP.1.2b	10, 11
29	See page 12.	3	5	7.EE.2.3	7.NS.1.3	8, 16, 17
30	B	3	—	7.SP.1.2	7.SP.1.1	26, 27
31	A, B, D, and F	2	1, 2, 6, 7	7.EE.2.4a	—	16
32	See page 12.	2	2, 3, 4, 6	7.RP.1.1	—	9, 22
33	See page 12.	2	—	7.G.2.4	—	21
34	B	2	1, 2, 6, 7	7.EE.2.4a	—	16
35	See page 12.	3	2, 3, 4, 6	7.RP.1.1	—	9, 22
36	See page 12.	2	1, 5	7.G.2.6	7.NS.1.3, 7.EE.2.3	8, 16, 17, 20, 23, 24
37	A, C, and E	2	—	7.SP.2.4	—	29
38	See page 12.	2	—	7.G.1.1	—	22
39	B	2	2, 5	7.RP.1.2a	—	10

## Assessment 2

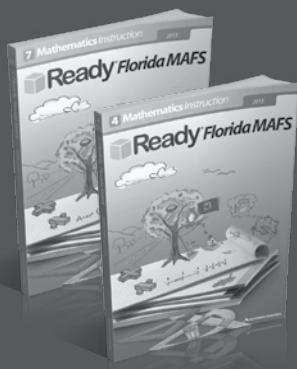
Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
40	See page 12.	2	—	7.G.2.4	—	21
41	B	2	4	7.SP.2.4	7.SP.2.3	28, 29
42	C	1	2, 8	7.RP.1.2c	—	11
43	See page 12.	2	—	7.G.2.5	—	18
44	See page 12.	1	2, 8	7.RP.1.2c	—	11
45	See page 12.	2	4	7.SP.2.4	7.NS.1.3, 7.EE.2.3	8, 16, 17, 29
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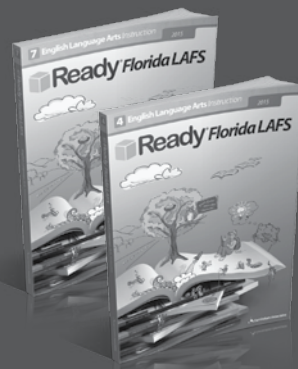
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