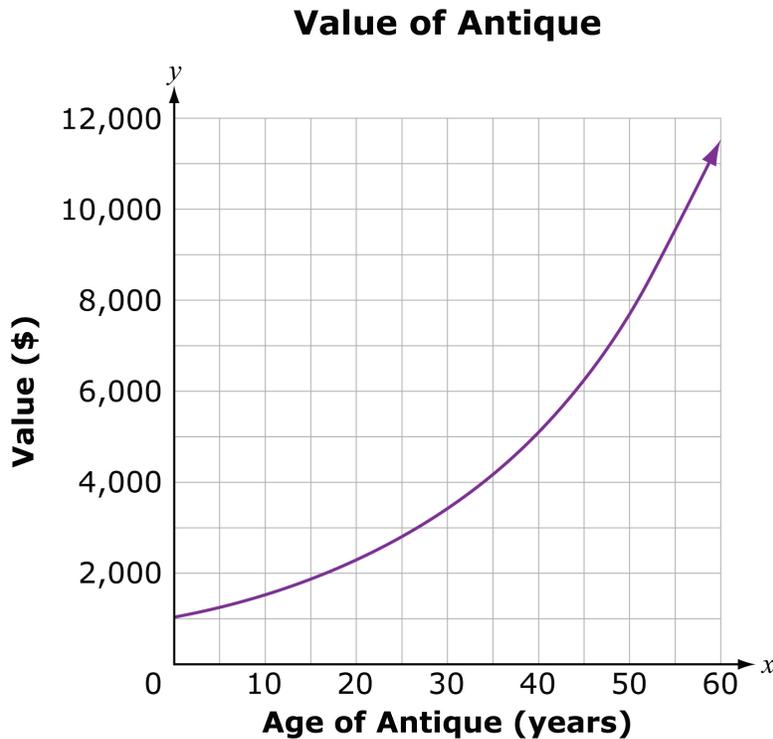


MAT.HS.CR.1.00FIF.L.614

Sample Item ID:	MAT.HS.CR.1.00FIF.L.614
Grade:	HS
Claim(s):	Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 L: Interpret functions that arise in applications in terms of a context.
Content Domain:	Functions
Standard(s):	F-IF.6
Mathematical Practice(s):	2, 4, 6
DOK:	1
Item Type:	CR
Score Points:	2
Difficulty:	L
Key:	100; 150
Stimulus/Source:	
Target-specific attributes (e.g., accessibility issues):	
Notes:	The values in the graph were specifically chosen so that if a student understands how to find average rate of change, no matter how they (reasonably) estimate values from years 0 and 20 and 20 and 40, his/her rounding should come out to the correct answer.

The value of an antique has increased exponentially, as shown in this graph.



Based on the graph, estimate to the nearest \$50 the average rate of change in value of the antique for the following time intervals:

from 0 to 20 years \$

from 20 to 40 years \$

Scoring Rubric:

Each item is scored independently and will receive 1 point.

1 point for the correct estimated average rate from years 0 to 20: \$100

HS Mathematics Sample CR Item C1 TL

1 point for the correct estimated average rate from years 20 to 40: \$150