

1. Evaluate $3^2(2) - 3(4 - 2)$

- a. 12
- b. 6
- c. 4
- d. -2

2. Which numbers are written in order from **largest to smallest**?

- a. $\frac{2}{5}$, 0.133, $\frac{1}{3}$, 0.25
- b. 0.099, 0.0099, $\frac{1}{100}$, $\frac{3}{1000}$
- c. 0.15, $\frac{1}{5}$, $\frac{3}{8}$, 0.38
- d. $\frac{6}{7}$, $\frac{2}{5}$, 0.33, 0.05

3. Express $\frac{7}{12}$ as a repeating decimal.

- a. $0.\overline{583}$
- b. $0.5\overline{83}$
- c. $0.\overline{58}\overline{3}$
- d. $0.\overline{58}$

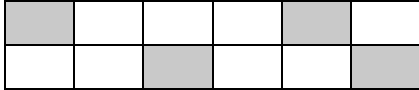
4. At Lake View Middle School, there are 900 boys.
The ratio of boys to girls is 5 to 4. How many **girls** are there in the school?

- a. 400
- b. 550
- c. 720
- d. 975

5. Find 8% of 48.

- a. 6
- b. 60
- c. 384
- d. 3.84

6. What **percent** of the rectangle is shaded?



- a. 4%
- b. 25%
- c. 40%
- d. $33\frac{1}{3}\%$

7. Sam and Mary went out to dinner. The waiter brought the bill shown below. Sam and Mary want to leave at **15% tip**. How much money, **rounded to the nearest dollar**, should they leave the waiter for the tip? (Do not consider the sales tax)

Appetizer	\$4.95
Sodas	\$3.50
Meal 1	\$15.95
Meal 2	\$10.95
Dessert	\$4.50

- a. \$4.00
- b. \$6.00
- c. \$8.00
- d. \$10.00

8. Larry wants to buy a shirt that costs \$29.94. If the shirt is on sale for **20% off**, how much will Larry pay for the shirt?

- a. \$5.99
- b. \$23.95
- c. \$35.94
- d. \$22.46

9. Order from **least to greatest**: 2, $|-1|$, 0, -2, $|-3|$, 4

- a. 0, 1, -2, 2, -3, 4
- b. $|-3|$, -2, $|-1|$, 0, 2, 4
- c. -2, 0, $|-1|$, 2, $|-3|$, 4
- d. -3, -2, -1, 0, 2, 4

10. The temperature at 6:00 AM was -8° . The temperature rose 5° during the day, and then fell 3° by early evening. What was the temperature by early evening?

- a. -10°
- b. -6°
- c. 0°
- d. 3°

11. Solve $\frac{x}{15} = \frac{60}{90}$

- a. 10
- b. 15
- c. 60
- d. 90

12. The length of a living room in a scale drawing is 8 inches. The actual length of the living room is 20 feet. What is the scale of the drawing?

- a) 1 inch: 1.5 feet
- b) 1 inch: 2.0 feet
- c) 1 inch: 2.5 feet
- d) 1 inch: 12.0 feet

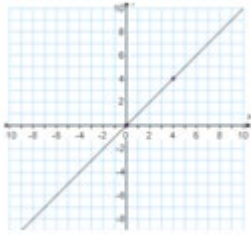
13. The Vance family is traveling from Jackson, Mississippi to Dallas, Texas. If they are traveling at an average rate of 50 mph and the distance is 412.5 miles, how long will it take to make the trip? **Use $d=rt$.**

- a) 7 hours, 56 minutes
- b) 8 hours, 15 minutes
- c) 8 hours, 25 minutes
- d) 8 hours, 20 minutes

14. While shopping for bagels, you find several deals. Which is the better buy?
- a) 2 for \$0.90
 - b) 6 for \$3.00
 - c) 10 for \$3.80
 - d) 12 for \$4.80

15. Which graph represents a proportional relationship?

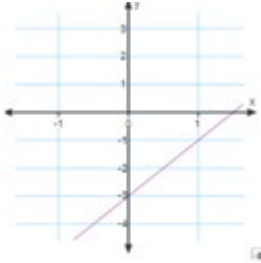
a)



b)



c)



d)



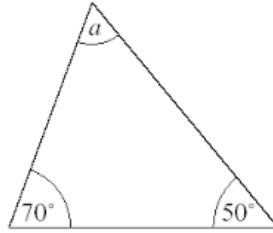
16. Given the following table that represents a proportional relationship, which of the following is the correct equation:

- a) $y = -3x$
- b) $y = 3x - 3$
- c) $y = 3x$
- d) $y = 3x + 3$

x	y
-1	-3
0	0
1	3
2	6
3	9

17. What is the measure of angle a ?

- a) 20°
- b) 60°
- c) 120°
- d) 240°



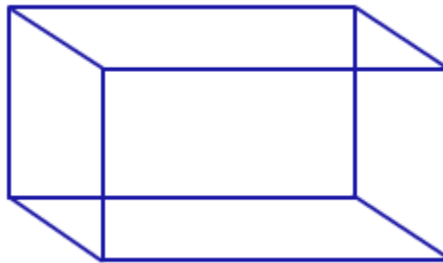
18. Find the **function rule** for the table shown below:

N	?
-1	12
1	14
3	16

- a) $N + 2$
- b) $2N - 2$
- c) $N + 13$
- d) $N + (-2)$

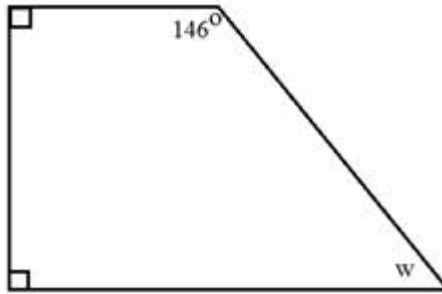
19. How many **faces, edges, and vertices** does a rectangular prism have?

- a) 6 faces, 8 edges, 8 vertices
- b) 6 faces, 12 edges, 8 vertices
- c) 4 faces, 12 edges, 8 vertices
- d) 4 faces, 8 edges, 12 vertices



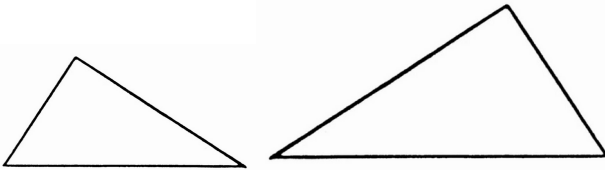
20. Find the measure of angle w .

- a) 180°
- b) 146°
- c) 90°
- d) 34°



21. The polygons below appear to be:

- a) Congruent
- b) Similar
- c) Neither



22. Maria wants to be sure to buy enough paint at the store. Her walls are 756 ft^2 . Is this an area, perimeter, volume, or circumference problem?

- a) area
- b) perimeter
- c) volume
- d) circumference

23. Alicia wants to build a wooden toy box with a lid. The dimensions of the toy box are 2 feet long, 5 feet wide, and 1 foot tall. How many square feet of wood will she need to construct the box?

- a) 8 ft
- b) 10 ft
- c) 17 ft^2
- d) 34 ft^2

24. What is the exact area of a circle whose diameter is 6 cm? Use $A = \pi r^2$
- a) $6\pi \text{ cm}^2$
 - b) $9\pi \text{ cm}^2$
 - c) $36\pi \text{ cm}^2$
 - d) $\frac{198}{7}\pi \text{ cm}^2$

25. Joan has a tent that is the shape of a triangular prism. The volume of the tent is 180 cubic feet. If the area of the base is 40 square feet, what is the height of the triangular prism?
- a) 2.25 feet
 - b) 4.5 feet
 - c) 6 feet
 - d) 10 feet

26. Solve $d - 2.4 = 13.8$
- a) 5.75
 - b) 11.4
 - c) 16.2
 - d) 33.12

27. Solve $4x + 8 = 52$
- a) 5
 - b) 11
 - c) 15
 - d) 21

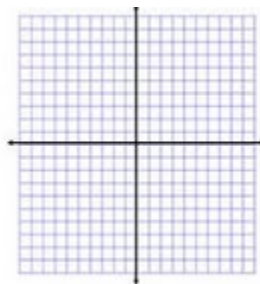
28. Evaluate $bc - a$ if $a = 2$, $b = 5$, and $c = 3$
- a) 13
 - b) 7.5
 - c) 7
 - d) 1

29. What is the solution to the equation $5(r + 4) - 7r = -16$
- a) -3
 - b) -2
 - c) 2
 - d) 18

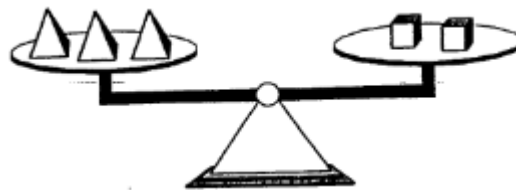
30. Find x in the inequality: $x - 4 \geq 9$
- a) $x \geq 5$
 - b) $x \leq 5$
 - c) $x \geq 13$
 - d) $x \leq 13$

31. Which expression shows **5 less than 3 times a number x** ?
- a) $3x - 5$
 - b) $3(x - 5)$
 - c) $5 - 3x$
 - d) $3(5 - x)$

32. Which quadrant contains **$(-2, 3)$** ?
- a) I
 - b) II
 - c) III
 - d) IV



33. The weights on the scale below are in the shapes of blocks and pyramids. The weight of one block is equivalent to the weight of:
- a) 1 pyramid
 - b) $1 \frac{1}{3}$ pyramids
 - c) $1 \frac{1}{2}$ pyramids
 - d) 2 pyramids



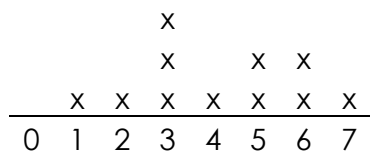
34. On six consecutive days, the low temperatures in a city were
 -6°C , 3°C , 0°C , 4°C , -1°C , and -9°C

What is the mean of the data?

- a) -1.8°C
- b) -1.5°C
- c) 1.8°C
- d) 3.8°C

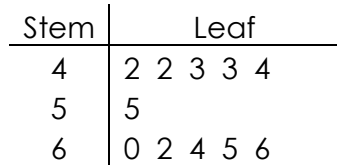
35. The line plot shows the ages of children in a play group. Find the **mode** of the data.

Ages of Children in a Play Group



- a) 3
- b) 4
- c) 5
- d) 7

36. What is the **median** of the data in this stem-and-leaf plot?

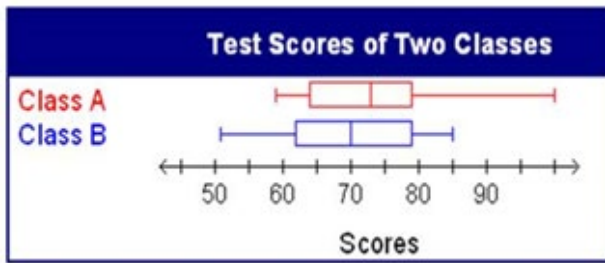


- a) 3
- b) 5
- c) 43
- d) 55

37. A bag of candy contains 2 cherry suckers, 4 orange suckers, and 6 grape suckers. What is the probability of drawing a cherry sucker out of the bag?

- a) $\frac{1}{2}$
- b) $\frac{1}{6}$
- c) $\frac{1}{8}$
- d) $\frac{1}{2}$

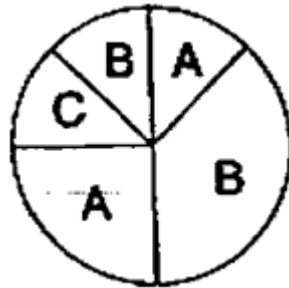
38. Two math classes took the same test. Here is a comparison of their tests. Which statement accurately describes the data?



- a) The maximum for Class B is less than the maximum for Class A
- b) The range for Class B is greater than the range for Class A
- c) The median for Class B is greater than the median for Class A
- d) The minimum for Class B is greater than the minimum for Class A.

39. Emma is tossing darts at the dartboard below. What is the probability of the dart landing in section A?

- a) $\frac{1}{4}$
- b) $\frac{2}{5}$
- c) $\frac{3}{8}$
- d) $\frac{1}{2}$



40. When you get ready to get dressed for school, you open your closet to find that you have the following choices:

- ~red, blue, or white shirt
- ~jeans or sweatpants,
- ~tennis shoes or sandals

How many different outfits can be made with these choices?

- a) 7
- b) 9
- c) 12
- d) 14

- 1) A
- 2) D
- 3) B
- 4) C
- 5) D
- 6) D
- 7) B
- 8) B
- 9) C
- 10) B
- 11) A
- 12) C
- 13) B
- 14) C
- 15) A
- 16) C
- 17) B
- 18) C
- 19) B
- 20) D
- 21) B
- 22) A
- 23) D
- 24) B
- 25) B
- 26) C
- 27) B
- 28) A
- 29) D
- 30) C
- 31) A
- 32) B
- 33) C
- 34) B
- 35) A
- 36) D
- 37) B
- 38) A
- 39) C
- 40) C

	1)	7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.
	2)	6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
	3)	8.NS.1	Know that there are numbers that are not rational, and approximate them by rational numbers.
	4)	7.RP.2	Recognize and represent proportional relationships between quantities.
	5)	6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
	6)	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
	7)	7.RP.3	
	8)	7.RP.3	
	9)	7.NS.1b	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.
	10)	6.NS.C5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	11)	7.RP.2a	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.
	12)	7.G.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.
	13)	7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
	14)	6.RP.A2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship
	15)	7.RPA.2.A	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
	16)	7.RP.A.2.C	Represent proportional relationships by equations. <i>For example, if</i>

			<i>total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>
	17)	8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	18)	7.RP.A.2.C	Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>
	19)	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
	20)	8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	21)	7.G.A.2	Draw construct, and describe geometrical figures and describe the relationships between them.
	22)	6.G.A.2	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
	23)	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
	24)	7.G.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.
	25)	7.G.B.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.
	26)	6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.
	27)	7.EE.B.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>
	28)	6.EE.A.2.C	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
	29)	7.EE.B.4.A	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.
	30)	7.EE.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.
	31)	6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
	32)	6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
	33)	7.EE.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.
	34)	7.SP.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>
	35)	6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
	36)	6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
	37)	7.SP.C.5	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	38)	7.SP.B.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>
	39)	7.SP.C.5	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	40)	7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

7th Grade Spring Semester Summative Assessment - Item Analysis – By Class/Student _____

A	1)	7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers.
D	2)	6.NS.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
B	3)	8.NS.1	Know that there are numbers that are not rational, and approximate them by rational numbers.
C	4)	7.RP.2	Recognize and represent proportional relationships between quantities.
D	5)	6.RP.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
D	6)	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
B	7)	7.RP.3	
B	8)	7.RP.3	
C	9)	7.NS.1b	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.
B	10)	6.NS.C5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
A	11)	7.RP.2a	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.
C	12)	7.G.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.
B	13)	7.RP.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
C	14)	6.RP.A2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship
A	15)	7.RPA.2.A	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

C	16)	7.RP.A.2.C	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
B	17)	8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
C	18)	7.RP.A.2.C	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
B	19)	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
D	20)	8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
B	21)	7.G.A.2	Draw construct, and describe geometrical figures and describe the relationships between them.
A	22)	6.G.A.2	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
D	23)	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	24)	7.G.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.
B	25)	7.G.B.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.
C	26)	6.EE.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.

B	27)	7.EE.B.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>
A	28)	6.EE.A.2.C	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
D	29)	7.EE.B.4.A	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.
C	30)	7.EE.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.
A	31)	6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
B	32)	6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
C	33)	7.EE.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.
B	34)	7.SP.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>
A	35)	6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
D	36)	6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

B	37)	7.SP.C.5	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
A	38)	7.SP.B.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>
C	39)	7.SP.C.5	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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
C	40)	7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.