

## After Testing

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Although the maximum point value per probe varies modestly across grades, each probe has the exact same point value within a grade. Table C.1 presents the total point value per probe by grade.

**Table C.1 Total Available Points by Grade**

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Grade	Maximum Points
2	45
3	46
4	49
5	51
6	46
7	49
8	42

Using the provided Answer Key, probes should be scored as soon after completion as possible. Generally speaking, scoring M–CAP probes is straightforward. A student’s answer for a particular problem is compared to the correct answer on the Answer Key. Multiple acceptable answers may exist for some items. These alternate answers are provided for those particular problems on the Answer Key.

Figure C.1 presents an example of a completed Answer Key.

Student: *First Last* Teacher: *Ms. Name* Date: *9-5-10*

*Reminder:* There is **no** partial credit when scoring. The answer must be correct **in its entirety** to obtain the correct score value. If any part of a multi-part question is incorrect, the score is zero.

**Grade 2, Probe 4 Answer Key**

Item No.	Answer	Correct	Incorrect
1.	9	1	0
2.	401, 957	1	0
3.	6	1	0
4.	14	1	0
5.	56	1	0
6.	7	1	0
7.	-	1	0
8.	28, 32	2	0
9.	45, 50	1	0
10.	24	1	0
11.	95	1	0
12.	610, 629	1	0
13.	5, 45	1	0
14.	0, 15, 40	2	0
15.	+	1	0
16.	C	3	0
17.	$\frac{9}{25}$	2	0
18.	5, 6, 4	2	0
19.	0.85	2	0
20.	less	1	0
21.	E, H, C	2	0
22.	1, 8, 6	1	0
23.	7	2	0
24.	697	1	0
25.	8	2	0
26.	5, 30	2	0
27.	4	3	0
28.	$\frac{11}{15}$	2	0
29.	710	3	0
Total		16	

**Figure C.1 Example of a Completed Answer Key**

Students may on occasion provide answers that are not easily identifiable as correct or incorrect. In *any* test that requires students to produce written answers, rather than relying on selection-type responses (i.e., multiple choice), there will be some ambiguous answers. In these instances, examiners should understand the common points of potential confusion observed in student responses as provided in this Appendix and then use their professional judgment to determine if the response can be counted as correct. Do not spend an excessive amount of time trying to figure out what the student intended with his or her answer. It should be noted that performance on a single problem should not impact decisions significantly.

## Scoring Rules

First and foremost, to be counted as correct, the full answer to the problem must be correct, even when there are multiple answers to the item. This Appendix provides examples of correct and incorrect answers. To determine credit use the following guidelines:

- Does the student's response match the answer (or alternate answers) provided on the Answer Key?
- If the problem has multiple parts, are all parts answered correctly? If not, no credit is given.
- Is the format of the answer correct? If the task is a money task, did the student present the answer properly? For example, was a decimal placed properly between whole dollars and change (e.g., \$4.40 versus \$44.0)?
- Does the answer reflect an understanding of the task type? For example, if the target task is to place unordered numbers (e.g.,  $1/2$ ,  $7/8$ ,  $1/3$ ,  $4/5$ ) in sequence from least to greatest (e.g.,  $1/3$ ,  $1/2$ ,  $4/5$ ,  $7/8$ ), the answer must reflect the proper sequence. If the student takes additional steps, such as converting a mixed number to a decimal (e.g., .33,  $1/2$ ,  $4/5$ ,  $7/8$ ), the order must still be correct. If there is an error in conversion (e.g., .43,  $1/2$ ,  $4/5$ ,  $7/8$ ), even if the result is in the correct order, the response is incorrect.

This Appendix presents a set of scoring rules and examples by type (error or task) and the grades where these types of errors are most likely to be seen, followed by examples of correct, incorrect, and ambiguous responses. It also provides examples for incomplete responses, flipped or reversed numbers, and over-corrections. Where appropriate, additional explanatory text is provided. The examples in this Appendix *are not exhaustive*; they are representational of responses by students in the national field testing sample. They are provided here to help examiners use their own professional judgment when assessing the correctness of answers that deviate from the correct responses identified on the Answer Key.

## Error Type: Mistake in Multi-Part Question

### Grades Affected: All

For an item to be considered correct, the entire answer must be correct. As previously stated, there is no partial-credit scoring. If an item has three parts and the student answers one or two parts incorrectly, the entire item is scored as incorrect. Figures C.2 through C.8 present multi-part questions from each grade covered by M-CAP that are incorrect due to incorrect or missing information. If any part of a multi-part item answer is missing or incorrect, the entire item is incorrect.

<p><b>18</b> Fill in the blanks.</p> <p>✗ 912 = <u>9<sup>×</sup>00</u> hundreds <u>10<sup>×</sup></u> tens <u>2<sup>✓</sup></u> ones</p>	<p><b>22</b> Fill in the blanks.</p> <p>✓ 428 = <u>4<sup>✓</sup></u> hundreds <u>2<sup>✓</sup></u> tens <u>8<sup>✓</sup></u> ones</p>
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**Figure C.2 Grade 2 Multi-Part Item (Item 18 incorrect, Item 22 correct)**

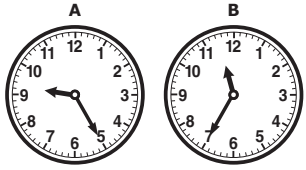
<p><b>3</b> Complete the sequence.</p> <p>✗ 30, 36, 42, <u>48<sup>✓</sup></u>, <u>56<sup>×</sup></u></p>	<p><b>6</b> Write the correct number in each blank.</p> <p>✓ 935 = <u>9</u> hundreds <u>3</u> tens <u>5</u> ones</p>
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**Figure C.3 Grade 3 Multi-Part Item (Item 3 incorrect, Item 6 correct)**

<p><b>11</b> Use the table to answer the question.</p> <p>✗</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Activity</th> <th style="padding: 5px;">Time Taken by Dean</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Sprinting</td> <td style="padding: 5px;">35 minutes</td> </tr> <tr> <td style="padding: 5px;">Cycling</td> <td style="padding: 5px;">40 minutes</td> </tr> <tr> <td style="padding: 5px;">Swimming</td> <td style="padding: 5px;">10 minutes</td> </tr> <tr> <td style="padding: 5px;">Running</td> <td style="padding: 5px;">30 minutes</td> </tr> </tbody> </table> <p style="margin-top: 10px;">What is the total time taken by Dean for his cross-country marathon practice?</p> <p><u>2<sup>×</sup></u> hour <u>55<sup>✓</sup></u> minutes</p>	Activity	Time Taken by Dean	Sprinting	35 minutes	Cycling	40 minutes	Swimming	10 minutes	Running	30 minutes	<p><b>11</b> Use the table to answer the question.</p> <p>✓</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Activity</th> <th style="padding: 5px;">Time Taken by Dean</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Sprinting</td> <td style="padding: 5px;">35 minutes</td> </tr> <tr> <td style="padding: 5px;">Cycling</td> <td style="padding: 5px;">40 minutes</td> </tr> <tr> <td style="padding: 5px;">Swimming</td> <td style="padding: 5px;">10 minutes</td> </tr> <tr> <td style="padding: 5px;">Running</td> <td style="padding: 5px;">30 minutes</td> </tr> </tbody> </table> <p style="margin-top: 10px;">What is the total time taken by Dean for his cross-country marathon practice?</p> <p><u>1</u> hour <u>55</u> minutes</p>	Activity	Time Taken by Dean	Sprinting	35 minutes	Cycling	40 minutes	Swimming	10 minutes	Running	30 minutes
Activity	Time Taken by Dean																				
Sprinting	35 minutes																				
Cycling	40 minutes																				
Swimming	10 minutes																				
Running	30 minutes																				
Activity	Time Taken by Dean																				
Sprinting	35 minutes																				
Cycling	40 minutes																				
Swimming	10 minutes																				
Running	30 minutes																				

**Figure C.4 Grade 4 Multi-Part Item (Item 11 incorrect, Item 11 correct)**

**2** 9,309,552  
 ✗ Which digit is in the millions place?  
3<sup>x</sup>  
 Which digit is in the thousands place?  
9<sup>✓</sup>

**3** Maria started cycling at time A. She stopped cycling at time B.  
 ✓  
  
 Maria cycled for a total of 2 hours and 10 minutes.

**Figure C.5 Grade 5 Multi-Part Item (Item 2 incorrect, Item 3 correct)**

**17** Write the answer in each blank.  
 ✗ Note: 16 oz = 1 lb  
 98 oz = 5<sup>x</sup> lb 2<sup>✓</sup> oz

**20** Write the numbers from least to greatest.  
 ✓  $\frac{11}{13}, 3\frac{9}{12}, \frac{31}{12}, 3, \frac{12}{15}$   
 $\frac{12}{15} < \frac{11}{13} < \frac{31}{12} < 3 < 3\frac{9}{12}$

**Figure C.6 Grade 6 Multi-Part Item (Item 17 incorrect, Item 20 correct)**

**1** Write these numbers in increasing order.  
 ✗ 0.1, 1.7,  $\frac{-3}{2}$ , -3.5, 2  
 $\frac{-3}{2}$ <sup>x</sup>  $\frac{-3}{2}$ <sup>x</sup> 0.1<sup>✓</sup> 1.7<sup>✓</sup> 2<sup>✓</sup>

**6** Write <, >, or = in each blank.  
 ✓  $\frac{10}{11}$  >  $\frac{19}{21}$  >  $\frac{10}{12}$

**Figure C.7 Grade 7 Multi-Part Item (Item 1 incorrect, Item 6 correct)**

**9** Write these numbers in increasing order.  
 ✗ 0.4,  $\frac{-7}{2}$ , 2.5,  $\frac{3}{5}$ , -1.4  
 $\frac{-7}{2}$ <sup>✓</sup>  $\frac{3}{5}$ <sup>x</sup> 0.4<sup>x</sup> -1.4<sup>x</sup>  $\frac{3}{5}$ <sup>✓</sup> 2.5<sup>✓</sup>

**10** On a blueprint, the dimensions of a park are 25 centimeters (cm) by 10 cm. The blueprint uses a scale of 1 cm = 7 meters (m). What are the actual dimensions of the park?  
 ✓ 175 m by 70 m

**Figure C.8 Grade 8 Multi-Part Item (Item 9 incorrect, Item 10 correct)**

## Error Type: Incomplete Problems


### Grades Affected: All

Because there is no partial-credit scoring, an incomplete problem is incorrect. In the case of a multi-part item, if the student leaves any part of the problem incomplete or unanswered, the item is incorrect.

Figure C.9 shows an example of an incomplete problem from grade 2. Although the student has shown the work, and the work indicates that the student was on the right track for a correct answer, the answer itself is not provided; therefore, no credit (0) is given.

11 How much money is pictured below?

✗



\_\_\_\_\_ ¢

$$\begin{array}{r}
 4 \text{ nickels} = 20 \\
 4 \text{ dimes} = \underline{20} \\
 8? \qquad \qquad 40
 \end{array}$$

**Figure C.9 Incomplete Problem**

Figure C.10 also presents a grade 2 item. In this case, there are three target answers. Although the student has correctly responded with two of the three targets, the answer is incomplete and no credit is given. Note that had the student filled in the last blank with an incorrect answer, the item would still be considered incorrect.

18 Fill in the blanks.

✗

973 = \_\_\_ hundreds 7 tens 3 ones

**Figure C.10 Incomplete Multi-Part Problem**

**Error Type: Crossed-Out Problem**  
**Grades Affected: All**

If a student shows his or her work, but then crossed or X-ed out the problem *without* placing the answer in the blank, the item is incorrect and no points are given. If the student has crossed out the problem, but then returned to the item and placed an answer in the blank, score the item based on whether or not the answer placed in the blank is correct. Figures C.11 through C.13 show examples of each of these possibilities.

- 9 Roberto weighs 120 pounds (lb) and his father weighs 205 lb. How much less is Roberto's weight than his father's weight?  
 X

\_\_\_\_\_ lb

$$\begin{array}{r} \cancel{120} \\ \cancel{205} \\ \hline \end{array} \quad \begin{array}{r} \cancel{205} \\ \cancel{120} \\ \hline 85 \end{array}$$

**Figure C.11 Crossed-out Work with No Answer Provided**

- 9 Kevin weighs 57 kilograms (kg) and his father weighs 85 kg. How much less is Kevin's weight than his father's weight?  
 X

31 kg

$$\begin{array}{r} \cancel{57} \\ \cancel{85} \\ \hline \end{array} \quad \begin{array}{r} \cancel{85} \\ \cancel{57} \\ \hline 33 \end{array}$$

**Figure C.12 Crossed-out Work with Incorrect Answer Provided**

- 9 Kevin weighs 115 pounds (lb) and his father weighs 198 lb. How much less is Kevin's weight than his father's weight?  
 ✓

83 lb

$$\begin{array}{r} \cancel{115} \\ \cancel{198} \\ \hline 7 \end{array} \quad \begin{array}{r} \cancel{198} \\ \cancel{115} \\ \hline 83 \end{array}$$

**Figure C.13 Crossed-out Work with Correct Answer Provided**

## Error Type: Illegible, Reversed, or Rotated Numbers

### Grades Affected: All

When students write answers that have illegible, reversed, or rotated numbers, it is important to keep in mind the intent of using M-CAP probes: to determine a student's understanding of the task and progress throughout the school year. Problems with legibility are common, particularly with the younger grades, and students identified as having specific learning challenges may have issues with reversing numbers and letters. Figures C.14 through C.17 provide examples.

If the response is hard to read, but can be determined, score the answer as correct.

5 ✓

House Sales	
Year	Houses
2002	10,124
2003	12,015
2004	14,767
2005	16,290

28015  
10124  
1891

How many more houses were sold in 2003 than in 2002? 181

**Figure C.14 Difficult-to-Read Response**

If the response is too illegible to determine with confidence, score as incorrect.

5 ✗

Laptop Sales	
Year	Laptops
1998	18,285
1999	20,325
2000	24,631
2001	<del>28,571</del>

How many more laptops were sold in 2000 than in 1999? 4808

**Figure C.15 Illegible Response**

If the response is reversed, but it is obvious what digit the student intended, score as correct.

5 ✓

Laptop Sales	
Year	Laptops
1998	15,485
1999	<u>16,325</u>
2000	18,831
2001	<u>20,171</u>

How many more laptops were sold in 2001 than in 2000? 1840

**Figure C.16 Reversed Numbers**

If the response is rotated, and it cannot be easily determined what digit was intended, score as incorrect.

5 ✗

Computer Sales	
Year	Computers
2000	25,891
2001	33,539
2002	28,102
2003	37,500

How many more computers were sold in 2003 than in 2000?

11906      ~~87500~~  
25861

**Figure C.17 Rotated Numbers**

## Error Type: Improper Use or Placement of Mathematical Symbols

### Grades Affected: All

The proper placement and use of mathematical symbols is a vital part of determining the correctness of an answer. Generally, M-CAP probes provide the appropriate symbols on money, measurement, and time items. If a student also adds a symbol, and does so correctly, the addition will not affect the scoring of that item; however, if a student adds the symbol incorrectly or adds the wrong symbol, the item is considered incorrect.

Examples of correct, incorrect, and variant answers for money, measurement, and time tasks are presented below.

### Money Tasks

Figure C.18 presents a typical money task found in the earlier grades.

- 5 How much money is pictured below?



\$ \_\_\_\_\_

**Figure C.18 Grade 3, Item 5**

This item presents a picture of a dollar bill and six coins, then asks the student to provide the amount of money shown in the art, and the answer blank provides the dollar (\$) symbol. The correct answer is 1.35. The elements necessary to make the answer correct are the proper number amount and the inclusion and proper placement of the decimal point.

The correct expression of this answer is shown in Figure C.19 on page 44.

5 How much money is pictured below?



\$ 1.35

**Figure C.19 Grade 3, Item 5, Correct Answer**

Had the student added the dollar symbol before the answer, as in Figure C.20, the answer would still be correct.

5 How much money is pictured below?



\$ \$1.35

**Figure C.20 Grade 3, Item 5, Alternate Correct Answer**

Incorrect uses of a symbol in this item type include, but are not limited to, incorrect placement of the dollar sign, using a colon rather than a decimal between the dollar and cents amount, and not including the decimal in favor of using a cent symbol. These are considered incorrect because they indicate a lack of understanding regarding how to present money correctly. See Figures C.21 through C.23 for examples.

- 5 How much money is pictured below?

✗



\$ 1.35¢

**Figure C.21 Grade 3, Item 5, Incorrect Dollar Symbol Use**

- 5 How much money is pictured below?

✗



\$ 1:35

**Figure C.22 Grade 3, Item 5, Improper Use of Colon for Decimal**

- 5 How much money is pictured below?

✗



\$ 1¢35

**Figure C.23 Grade 3, Item 5, Improper Use of Cent Symbol, Missing Decimal**

Corollary to this, the improper inclusion of a symbol can also make a potentially correct answer incorrect. For example, grade 3, Item 14 asks the student to name the coin that is most likely to be pulled at random from a pocket. In the example shown in Figure C.24, the correct answer is “penny.” If a student responds with a numeric value (e.g., 0.01) or any term other than the name of the coin (e.g., cent, 1 cent), the answer is incorrect. See Figure C.25 for another example of an incorrect response.

- 14 ✓ Kayla has 66 pennies, 57 dimes, and 61 nickels in her piggy bank. If she pulls out one coin without looking, what type of coin is she most likely to pull out?

penny

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**Figure C.24 Grade 3, Item 14, Correct**

- 14 ✗ Jessica has 49 pennies, 60 dimes, and 56 nickels in her piggy bank. If she pulls out one coin without looking, what type of coin is she most likely to pull out?

0.10¢

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**Figure C.25 Grade 3, Item 14, Incorrect**

## Measurement Tasks

Figure C.26 presents a typical measurement task found in grade 5.

- 25 A house has 60 steps between the first floor and the third floor. Each step is 4 inches (in.) high. What is the distance in feet (ft) between the first floor and the third floor?

Note: 12 in. = 1 ft

\_\_\_\_\_ ft

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### Figure C.26 Grade 5, Item 25

As can be seen, the answer blank includes the abbreviation “ft” for “feet.” If a student also includes “ft” or “feet” in his or her answer and it is in the proper placement (after the number), the inclusion does not impact scoring. If, however, the student includes “ft” or “feet” in the wrong location (Figure C.27) or includes the wrong unit of measurement (Figure C.28), the answer is incorrect.

- 25 A house has 60 steps between the first floor and the third floor. Each step is 4 inches (in.) high. What is the distance in feet (ft) between the first floor and the third floor?

Note: 12 in. = 1 ft

*ft* 20 ft

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### Figure C.27 Grade 5, Item 25, Incorrect Placement of Unit of Measurement

- 25 A house has 60 steps between the first floor and the third floor. Each step is 4 inches (in.) high. What is the distance in feet (ft) between the first floor and the third floor?

Note: 12 in. = 1 ft

20 cms ft

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### Figure C.28 Grade 5, Item 25, Incorrect Unit of Measurement Included

### Clock-Reading Tasks

Grades 2, 3, and 5 all have clock-reading tasks. Figure C.29 presents a typical clock-reading task found in grade 2.

- 26 Write the time.



\_\_\_\_\_ : \_\_\_\_\_

**Figure C.29 Grade 2, Item 26**

Although, as with money tasks, the M-CAP provides the proper symbol in the answer blank, some students may write the complete answer (hour and minutes) in one of the blanks. In doing so, these students may or may not use the proper symbol to separate the hour and minutes. Figures C.30 and C.31 show instances of a correct and incorrect answer, respectively.

- 26 Write the time.



1:30 : \_\_\_\_\_

**Figure C.30 Grade 2, Item 26, Correct Answer in One Blank**

- 26 Write the time.



1,30 : \_\_\_\_\_

**Figure C.31 Grade 2, Item 26, Incorrect Answer in One Blank**

**Error Type: Estimating, Rounding, Reducing, and Converting****Grades Affected: 4, 5, 6, 7, 8****Estimating and Rounding**

Starting in grade 4, students are asked to estimate answers. This estimate may be to the nearest 10s place, 100s place, and so on. Where possible, each item was designed so the answer is the same whether the student rounds before or after completing the problem. Where this was not possible, and two answers can be considered correct depending on when rounding occurred, 2 answers are provided on the Answer Key. Answers should not be rounded unless the item expressly requests that action. Figure C.32 shows an example of an item with two possible correct answers.

- 22** The number of lilies in a nursery is 333.  
 ✓ The number of roses is 1343. Estimate (to the nearest hundreds place) the total number of both lilies and roses in the nursery.

$$\begin{array}{r} \underline{1700} \\ 300 \quad 333 \\ 1300 \quad 1343 \\ \hline 1600 \quad 1676 \\ 1700 \end{array}$$

**Figure C.32 Grade 7, Item 22**

### Reducing Fractions

Unless the item expressly asks students to reduce a fraction, it is not required for a correct answer. However, because many students reduce fractions without being asked, as long as the reduction is correct, the answer is correct. For this reason, where reduction is possible the Answer Key provides both the initial fraction produced by working the problem and the lowest reduction possible of that fraction. Either answer is correct. Every possible reduction between the original fraction and the final reduction is not provided, and are not considered correct. If the student chooses to reduce, the reduction must be the lowest possible reduction. Figures C.33 through C.35 provide two correct and one incorrect reduction examples.

23 Write the answer in the blank.



At a carnival, Jesse throws a ring around one of the toys shown above. What is the chance that the ring will fall around a donkey?

$$\frac{2}{4}$$

**Figure C.33 Grade 4, Item 23 Correct, Not Reduced**

23 Write the answer in the blank.



At a carnival, Jesse throws a ring around one of the toys shown above. What is the chance that the ring will fall around a donkey?

$$\frac{1}{2}$$

**Figure C.34 Grade 4, Item 23 Correct, Reduced**

23 Write the answer in the blank.



At a carnival, Jesse throws a ring around one of the toys shown above. What is the chance that the ring will fall around a donkey?

$$\frac{\cancel{2}}{\cancel{4}} \quad \frac{2}{2}$$

**Figure C.35 Grade 4, Item 23 Incorrect, Reduced**

### Converting Mixed Numbers to Decimals

In grades 6 through 8, tasks are included that ask the students to sequence numbers that include mixed numbers and decimals, either from greatest to least or least to greatest. The expectation is that students take the provided numbers and correctly sequence them in the number format presented. Figure C.36 shows a properly sequenced task of this type.

- 20 Write the numbers from least to greatest.

✓

$$\frac{3}{8}, 2\frac{3}{9}, \frac{13}{3}, 2, \frac{3}{7}$$

$$\frac{3}{8} < \frac{3}{7} < 2 < 2\frac{3}{9} < \frac{13}{3}$$

**Figure C.36 Grade 6, Item 20 Completed Correctly**

Some students may decide to reduce the fractions and to convert the resulting mixed numbers to decimals. If the reduction and conversion are done correctly and then sequenced correctly, the answer is correct (see Figure C.37). If the student makes an error in reduction or conversion, the answer is incorrect, whether not the final sequencing is correct based on the incorrect conversion (see Figure C.38).

- 20 Write the numbers from least to greatest.

✓

$$\frac{3}{8}, 2\frac{3}{9}, \frac{13}{3}, 2, \frac{3}{7}$$

$$\frac{3}{8} < \frac{3}{7} < 2 < 2\frac{3}{9} < 4\frac{1}{3}$$

**Figure C.37 Grade 6, Item 20 Correctly Converted and Completed**

- 20 Write the numbers from least to greatest.

✗

$$\frac{3}{8}, 2\frac{3}{9}, \frac{13}{3}, 2, \frac{3}{7}$$

$$\frac{3}{8} < \frac{3}{7} < 2 < 2\frac{3}{9} < 4\frac{1}{2}$$

**Figure C.38 Grade 6, Item 20 Incorrectly Converted and Completed**

In grades 6 through 8, students are also asked to complete number sequences that include mixed numbers and decimals. The same rule applies to this item type as to the items in Figures C.36–C.38. Figure C.39 presents a correctly completed sequence without conversion; Figure C.40 presents a correctly completed sequence with correct conversion; Figure C.41 presents an incorrectly completed sequence with incorrect conversion.

- 25 Complete the sequence.

✓

$$\frac{1}{4}, \frac{5}{4}, \frac{9}{4}, \frac{13}{4}, \underline{\frac{17}{4}}$$

**Figure C.39 Grade 7, Item 25 Completed Correctly**

- 25 Complete the sequence.

✓

$$\frac{1}{4}, \frac{5}{4}, \frac{9}{4}, \frac{13}{4}, \underline{4\frac{1}{4}}$$

**Figure C.40 Grade 7, Item 25 Completed Correctly with Correct Conversion**

- 25 Complete the sequence.

✗

$$\frac{1}{4}, \frac{5}{4}, \frac{9}{4}, \frac{13}{4}, \underline{4\frac{1}{3}}$$

**Figure C.41 Grade 7, Item 25 Completed Incorrectly with Incorrect Conversion**