

Describing Qualities

The following examples are actual MCAS questions. However, due to copyrights laws the actual text is not available.

1. Harriet Quimby worked hard to reach her goals. Name **two** of her goals. Explain how she reached each of these goals. Use important information from the selection in your answer. (Grade 3, 2006)
2. Describe how the gardener's feelings toward Munchkin change from the beginning to the end of the story. Use important information from the story in your answer. (Grade 3, 2006)
3. The purposes of this article are to entertain and inform readers.
 - Explain one way the author entertains readers.
 - Explain one way the author informs readers.Support your answers with important details from the article. (Grade 5, 2006)
4. Based on the article, describe three different behaviors of chickadees that make them interesting to humans. Support your answer with important details from the article. (Grade 5, 2006)

Describe/Define

1. Rita wrote the number pattern shown below. 57, 53, 49, 45, 41. What could be the rule for Rita's pattern?
Use the rule you wrote in part (a) to write the next number in Rita's pattern. 57, 53, 49, 45, 41, _____ (Grade 3, 2006)
2. Hexagon PQRSTU is shown in the diagrams below. In the first diagram, Line 1 passes through the midpoints of sides QR and UT. In the second diagram, Line 2 passes through vertices R and U.
 - a. Is Line 1 a line of symmetry? Explain your reasoning.
 - b. Is Line 2 a line of symmetry? Explain your reasoning.
 - c. Is there a line other than Line 1 or Line 2 that is a line of symmetry for hexagon PQRSTU ?
 - If there is another line of symmetry, describe where the line would be on the hexagon.
 - If there is not another line of symmetry, explain why not. (Grade 5, 2006)
3. Copy triangle ABC and line l, shown below, onto the grid in your Student Answer Booklet. Be sure to label points A, B, and C in your drawing.
 - a. Is triangle ABC equilateral, isosceles, or scalene? Explain your reasoning.
 - b. On the grid in your Student Answer Booklet, draw the reflection of triangle ABC over line l. Label the new triangle DEF.
 - c. On the grid in your Student Answer Booklet, draw the translation of triangle ABC after it has been moved 7 units right and 3 units up. Label the new triangle GHI.
 - d. Are triangle DEF and triangle GHI congruent? Explain your reasoning. (Grade 6, 2006)

