

Name \_\_\_\_\_

# Minnesota Comprehensive Assessments-Series III

Mathematics Item Sampler  
Grade 11



**ITEM SAMPLERS ARE NOT SECURE TEST MATERIALS. THIS  
ITEM SAMPLER TEST BOOK MAY BE COPIED OR DUPLICATED.**

Minnesota Department of  
Education



## Grade 11 Formula Sheet

**You may use the following formulas to solve problems on this test.**

Pythagorean Theorem	$a^2 + b^2 = c^2$
Distance formula	$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
Quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Trigonometric Relations	$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}} \quad \cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$ $\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$
$A = \pi r^2$ $C = \pi d$	$A = \text{area}$ $C = \text{circumference}$ $d = \text{diameter}$ $r = \text{radius}$
$SA = ph + 2B$ $SA = \pi r l + \pi r^2$ $SA = 4\pi r^2$	$SA = \text{surface area}$ $B = \text{area of base}$ $h = \text{height}$ $p = \text{perimeter}$ $r = \text{radius}$ $l = \text{slant height}$
$V = Bh$ $V = \frac{1}{3}Bh$ $V = \frac{4}{3}\pi r^3$	$V = \text{volume}$ $B = \text{area of base}$ $h = \text{height}$ $r = \text{radius}$



## Mathematics Test General Directions

- This test contains four segments.
- You may write in this test book as scratch paper. Grid paper is also provided at the back of the test book.
- You will find a formula sheet at the beginning of this test book. You may tear it out of your test book to use while taking the test.
- For each question, choose the answer you think is best.
- Look at the sample questions that show how the different types of questions should be answered.

### Multiple-choice Question Answered in Test Book:

$$20 - 8 =$$

- A. 8
- B. 10
- C. 12
- D. 16

- Answer each fill in the blank question by writing your answer in the space below the question. You may only use the digits 0–9 and the symbols for fraction (/), decimal (.), and a negative sign (-). Do not include a label on your answer. If your answer is a mixed number you must change it to an improper fraction or a decimal.

### Fill in the Blank Question Answered in Test Book:

$$\frac{1}{4} + 1\frac{1}{4} = 6/4$$

- You **may** use a calculator for all segments.
- When you finish a segment of the test, stop and check your answers. Then use the sticker given to you to seal it. Once you seal a segment, you cannot go back to it. Each segment must be sealed before you move on to the next segment.

The General Direction page is the same as it appears in the test. The item sampler will only have 2 segments.



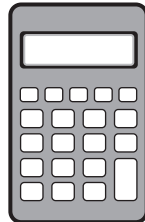
On this test, do your own best work to show what you know and can do.

- Do not accept help finding answers to test questions.
- Do not give answers to other students.
- Do not tell others what is on the test.
- There may be consequences if you do not follow directions or if you behave dishonestly.

## Segment 1

You will be told when to begin this segment.

You **MAY** use a calculator for this segment.



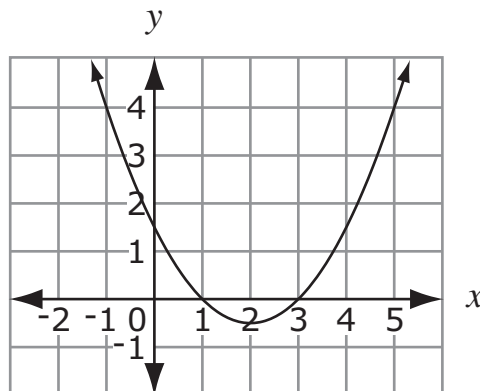


# Mathematics Test – Segment 1

1. The population of a type of bacteria doubles every 3.5 hours. Which expression is a reasonable approximation of how many bacteria there will be in 20 hours for an initial population,  $P$ , of bacteria?

- A.  $P$
- B.  $2P$
- C.  $50P$
- D.  $64P$

- 
2. The graph of  $y=f(x)$  is shown.



What is a value of  $x$  for which  $f(x) = 4$ ?

- A. 1
- B. 1.5
- C. 4
- D. 5





3. How many solutions does  $x - 2 = \sqrt{x}$  have?

- A. 0
- B. 1
- C. 2
- D. 4

---

4. For which equation is  $y$  a function of  $x$ ?

- A.  $y = \frac{5}{x-1}$
- B.  $|y| = x - 8$
- C.  $y^2 = x - 2$
- D.  $y^2 = 4 - x^2$

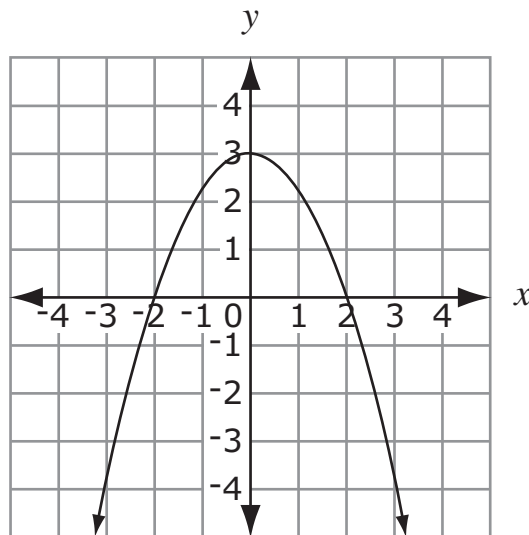


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5. What is the domain of  $f(x) = \frac{x}{2x^2 - 5x - 3}$ ?

- A.  $\{x \mid -\infty < x < \infty\}$
- B.  $\{x \mid x \neq 0\}$
- C.  $\{x \mid x \neq -\frac{1}{2}, x \neq 3\}$
- D.  $\{x \mid x \neq -3, x \neq \frac{1}{2}\}$

6. The graph of a function is shown.



Which statement is true about the rate of change for this function when  $-3 < x < 0$ ?

- A. The rate of change is constant.
- B. The rate of change is decreasing.
- C. The rate of change is increasing.
- D. The rate of change is negative.



7. Emma takes a job with a starting salary of \$42,000. Her salary increases by 4% at the beginning of each year. What will be Emma's salary, to the nearest thousand dollars, at the beginning of year 10?
- A. \$57,000
  - B. \$59,000
  - C. \$60,000
  - D. \$62,000
- 

8. Divide.

$$(2x^3 + 9x^2 - 11x - 24) \div (x - 2)$$

What is the remainder?

- A. 0
- B. 2
- C. 6
- D. 18



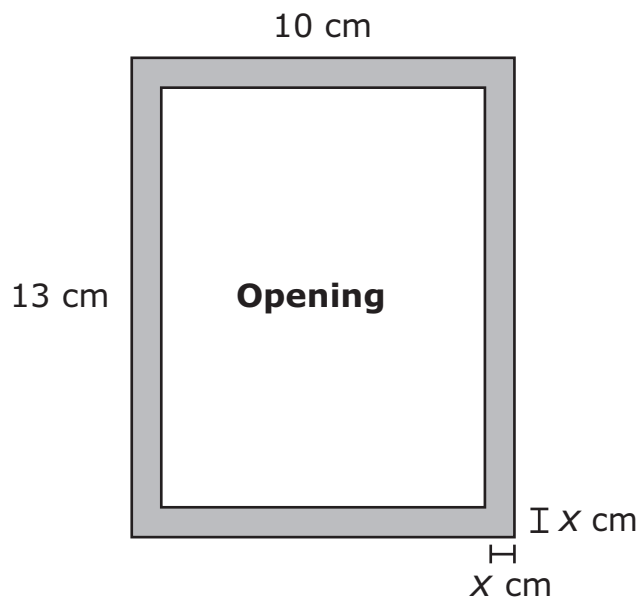
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9. A root of function  $f(x)$  is  $-1-2i$ . Which could be an equation for this function?
- A.  $f(x) = x^2 - 2x - 3$
  - B.  $f(x) = x^2 - 2x + 5$
  - C.  $f(x) = x^2 + 2x - 3$
  - D.  $f(x) = x^2 + 2x + 5$

---

Please write your answer in the space below the question. You may use the digits: 0-9 and the symbols: slash for a fraction bar (/), a decimal (.), and a negative sign (-). If your answer is a mixed number you must change it to an improper fraction or a decimal.

10. Tuan wants to make the rectangular frame shown.



It will be 10 centimeters wide and 13 centimeters long. He wants his frame to have a uniform width,  $x$ , and a rectangular opening. For what value of  $x$  is the area of the opening inside the frame  $70\text{ cm}^2$ ?



**11.** A scientist begins an experiment with 800 bacteria cells. After each 10-hour period, only  $\frac{1}{2}$  the bacteria cells remain. Let  $t$  be the number of hours since the beginning of the experiment. Which equation could be used to represent the situation when only 200 bacteria cells remain?

**A.**  $800(0.05)^t = 200$

**B.**  $800(0.5)^{\frac{t}{10}} = 200$

**C.**  $800(0.5)^{\frac{10}{t}} = 200$

**D.**  $800(0.5)^{10t} = 200$

---

**12.** Which number is an extraneous solution of the equation  $x = \sqrt{x + 6}$ ?

**A.** -6

**B.** -2

**C.** 0

**D.** 3

**This is the end of Segment 1.**

Check your work. Then seal this segment.



## Segment 2

You will be told when to begin this segment.

You **MAY** use a calculator for this segment.



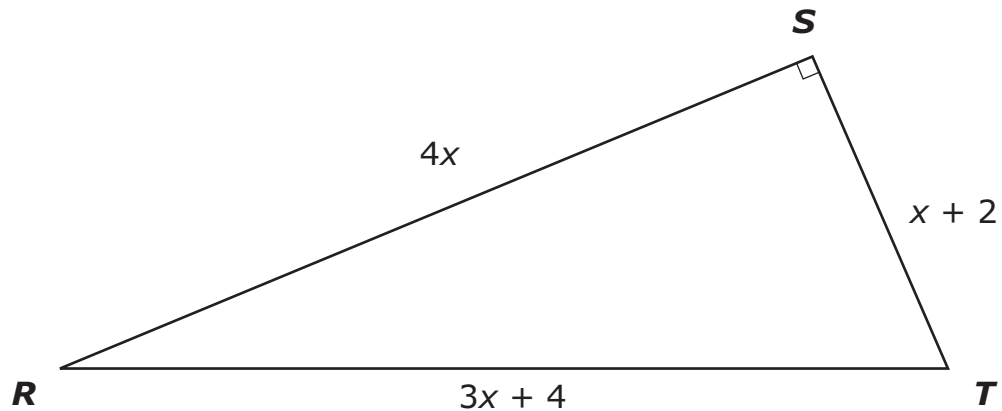


## Mathematics Test – Segment 2

13. The surface area of a baseball is  $177 \text{ cm}^2$ . What is the diameter of the baseball? (Use 3.14 for  $\pi$ .)
- A. 3.75 cm
  - B. 7 cm
  - C. 7.5 cm
  - D. 14.1 cm

2

14. Triangle  $RST$  is shown.



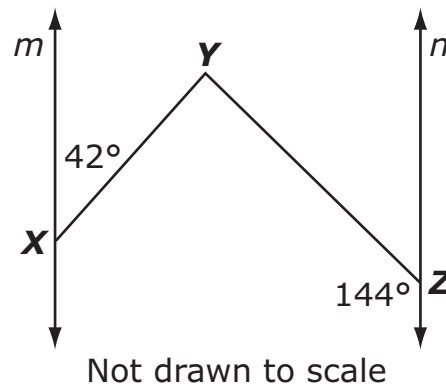
How many units long is  $\overline{RS}$ ?

- A. 2
- B. 3
- C. 4
- D. 12





15. Line  $m$  is parallel to line  $n$ .



What is the measure of  $\angle XYZ$ ?

- A.  $36^\circ$
- B.  $42^\circ$
- C.  $78^\circ$
- D.  $102^\circ$

2

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**Please write your answer in the space below the question. You may use the digits: 0-9 and the symbols: slash for a fraction bar (/), a decimal (.), and a negative sign (-). If your answer is a mixed number you must change it to an improper fraction or a decimal.**

16. Roads connecting the towns of Oceanside, River City, and Lake View form a triangle. The distance from Oceanside to River City is 38 kilometers. The distance from River City to Lake View is 26 kilometers. What is the smallest possible whole number of kilometers between Lake View and Oceanside?

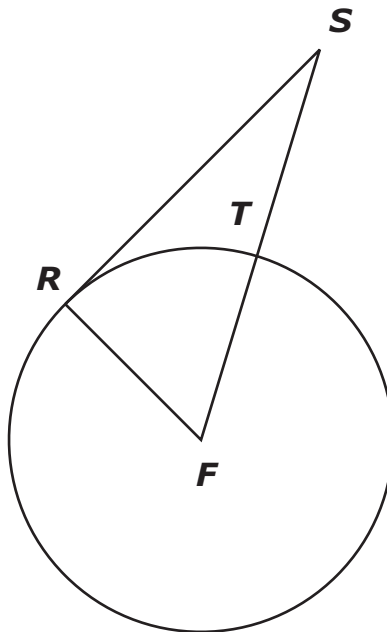


17. In figure  $RSTU$ ,  $\overline{RT}$  and  $\overline{SU}$  intersect at point  $M$ , so that  $\overline{RM} \cong \overline{TM}$  and  $\overline{RS}$  is parallel to  $\overline{TU}$ . Which additional information is needed to prove that figure  $RSTU$  is a rectangle?
- A.  $\overline{RU} \cong \overline{RS}$
  - B.  $\overline{UM} \cong \overline{MS}$
  - C.  $\angle RST \cong \angle STU$
  - D.  $\angle RUT \cong \angle TSR$

2

Please write your answer in the space below the question. You may use the digits: 0-9 and the symbols: slash for a fraction bar (/), a decimal (.), and a negative sign (-). If your answer is a mixed number you must change it to an improper fraction or a decimal.

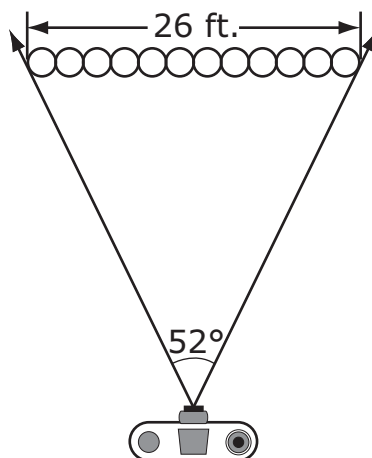
18. Maggie and Wei are measuring the distance across a circular fountain indirectly as shown in the diagram.



They find that the length of  $\overline{RS}$  is 15 meters and the length of  $\overline{ST}$  is 9 meters.  $\overline{RS}$  is tangent to circle  $F$  and point  $T$  is on  $\overline{FS}$ . To the nearest meter, what is the diameter of the fountain?



19. Twelve students are lined up to have their class picture taken.



2

The photographer's camera has a picture angle of  $52^\circ$ . The picture angle limits the width of the photo that can be taken. The line of students is approximately 26 feet long. About how far must the photographer be from the line of students in order to center all 12 students in the picture?

- A. 15 feet
- B. 27 feet
- C. 30 feet
- D. 53 feet



20. An archaeologist used string to make a grid over an area where she was digging. She discovered a bowl buried at  $(1, 4)$  and a tool at  $(3, 10)$  on her grid. She suspected that an item was buried at the midpoint of the segment connecting the bowl and the tool. At which position on her grid should the archaeologist dig to look for the buried item?
- A.  $(1, 3)$
  - B.  $(2, 7)$
  - C.  $\left(\frac{5}{2}, \frac{13}{2}\right)$
  - D.  $(4, 14)$

---

**Please write your answer in the space below the question. You may use the digits: 0-9 and the symbols: slash for a fraction bar (/), a decimal (.), and a negative sign (-). If your answer is a mixed number you must change it to an improper fraction or a decimal.**

21. A group of health care providers consists of 4 doctors, 3 dentists, and 5 nurses. How many combinations of 2 health care providers of different types are possible?

- 
22. Isabella flipped a fair coin 100 times. Which statement about Isabella's outcomes is most likely true?
- A. The coin landed heads up 50 times and tails up 50 times.
  - B. The number of times the coin landed heads up was less than 50.
  - C. If Isabella continues to flip the coin, the experimental probability of the coin landing heads up will increase.
  - D. If Isabella continues to flip the coin, the experimental probability of the coin landing heads up will approach  $\frac{1}{2}$ .



Please write your answer in the space below the question. You may use the digits: 0-9 and the symbols: slash for a fraction bar (/), a decimal (.), and a negative sign (-). If your answer is a mixed number you must change it to an improper fraction or a decimal.

23. Eli receives a shipment of 40 new books for his bookstore: 5 biographies, 12 mysteries, 10 romances, 11 technical books, and 2 cookbooks. Eli randomly picks 2 books from the shipment. What is the probability that he picks a biography first and then picks a technical book?

2

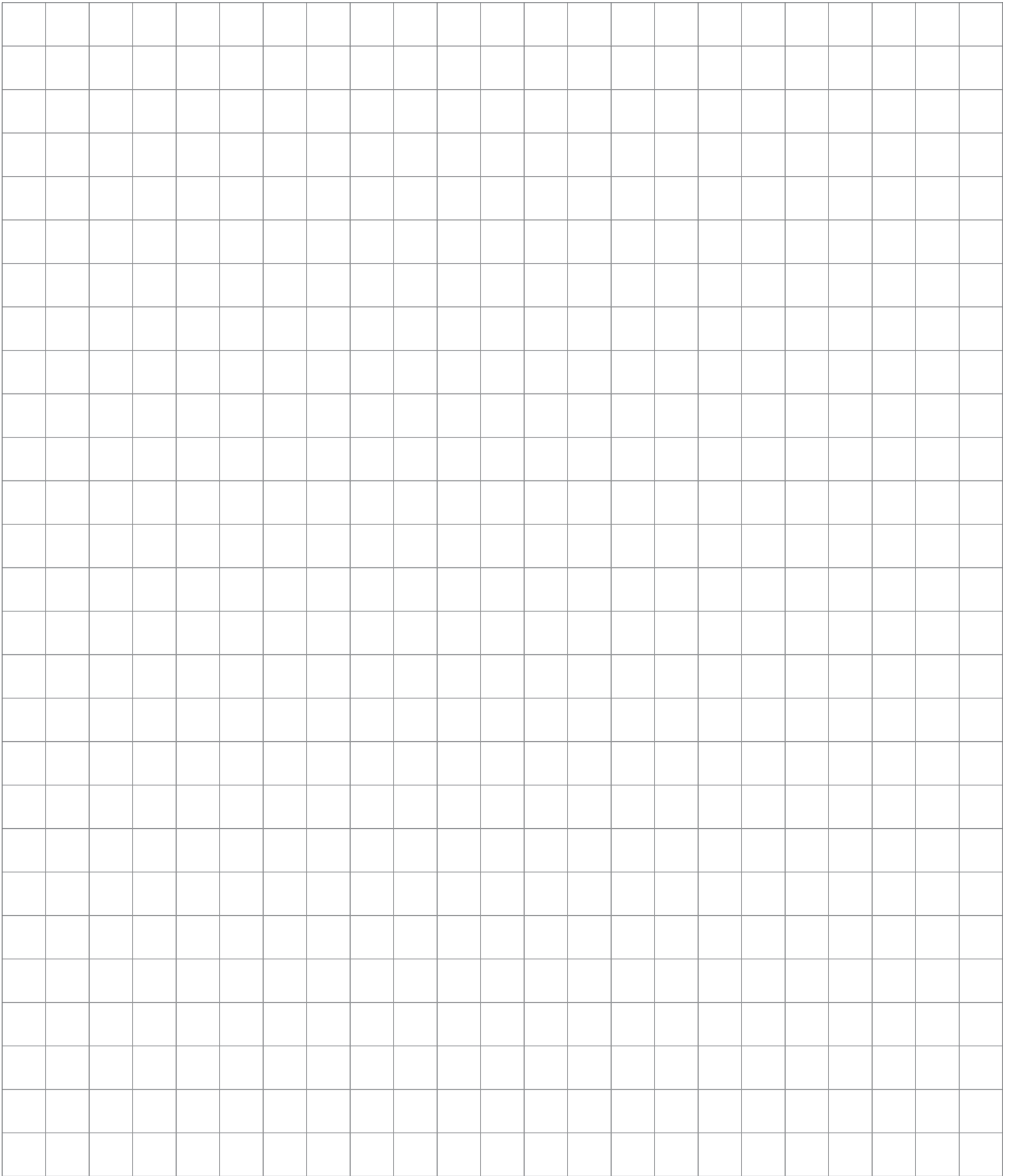
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24. Reginald is designing an outdoor art exhibit. He needs a metal equilateral triangle that measures 40 inches on each side. He wants to cut the triangle from a rectangular piece of metal that is 40 inches long. What is the minimum width of the rectangle Reginald needs to be able to cut out the triangle?

- A.  $\frac{20\sqrt{3}}{3}$  inches
- B.  $20\sqrt{2}$  inches
- C.  $20\sqrt{3}$  inches
- D. 40 inches

**This is the end of Segment 2.**

Check your work. Then seal this segment.





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# Grade 11 Teacher's Guide



## MCA Item Sampler Teacher's Guide

[mde.testing@state.mn.us](mailto:mde.testing@state.mn.us)

### An Introduction to the MCA

The Minnesota Comprehensive Assessments are reading, mathematics and science tests that help schools and districts measure student progress toward the state's academic standards. The grades 3–8 mathematics assessments became operational in 2011 as the Minnesota Comprehensive Assessments-Series III (MCA-III) and are aligned to the 2007 Minnesota Academic Standards. In 2012, the science assessments became operational as the Minnesota Comprehensive Assessments-Series III (MCA-III) and are aligned to the 2009 Minnesota Academic Standards. In 2013, the grades 3-8 and 10 reading assessments are aligned to the 2010 Minnesota Academic Standards as the Minnesota Comprehensive Assessments-Series III (MCA-III). In 2014, the grade 11 mathematics assessment is aligned to the 2007 Minnesota Academic Standards as the Minnesota Comprehensive Assessments-Series III (MCA-III).

### The Purpose of the MCA Item Samplers

An item sampler is not a complete test. It contains a smaller number of the items that students will see on a full-length test in the spring. The MCA Item Samplers were developed to familiarize students and teachers with the format of the MCA and the kinds of items that will appear on them.

This MCA Item Sampler is not a real test. It should not be used to predict how well students will do on the tests. However, students may feel more comfortable with the tests if they have reviewed the Item Samplers prior to the test.

### How the MCA Item Samplers Were Created

The Item Samplers mirror the format of the MCA. The student directions, segment layouts, and answer sheet each reflect the way the test will look in the spring, except that the Item Sampler is shorter than the actual test. As with all MCAs, the reading passages and the math and reading questions have been thoroughly reviewed by Minnesota teachers prior to testing. Minnesota students have answered these questions on previous tests.



# Grade 11 Teacher’s Guide

The distribution of question types and their aligned content selected for the Item Sampler generally reflects a range of items from each strand in the Minnesota Academic Standards. Whenever possible, the Item Samplers have the following designs:

## **Math:**

- Two segments
  - All Grade 11 segments allow for the use of a calculator.
  - The actual MCA has four segments.
- Approximately nineteen multiple-choice items
- Five gridded-response items
- Formula sheet

## The Contents of This Teacher’s Guide

The Answer Key identifies the answers and solutions to the questions. It also identifies the strand/sub-strand/benchmark from the Minnesota Academic Standards for the question.

## State Standards & Test Specifications

The Item Samplers are primarily intended to familiarize teachers and students with the **format** of the MCA. The best preparation for the **content** of the MCA is done as a part of your curriculum planning. When doing that, reference the Minnesota Academic Standards and the test specifications for the MCA. For further questions about the MCAs, email us at [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us).

# Grade 11 Teacher's Guide

## Mathematics MCA Item Sampler Answer Key Grade 11 Math

Item #	Correct Answer	Item Type	Strand	Standard	Benchmark
1	C	MC	2	4	08
2	D	MC	2	1	01
3	B	MC	2	3	07
4	A	MC	2	1	02
5	C	MC	2	1	03
6	B	MC	2	1	08
7	C	MC	2	2	05
8	C	MC	2	3	02
9	D	MC	2	3	05
10	Grid	GR	2	4	01
11	B	MC	2	4	02
12	B	MC	2	4	07
13	C	MC	3	1	01
14	D	MC	3	4	07
15	C	MC	3	3	01
16	Grid	GR	3	3	03
17	C	MC	3	3	07
18	Grid	GR	3	3	08
19	B	MC	3	4	02
20	B	MC	3	4	04
21	Grid	GR	4	3	01
22	D	MC	4	3	03
23	Grid	GR	4	3	05
24	C	MC	3	3	05

# Grade 11 Teacher's Guide

**Item #** — The number of the question in the Item Sampler.

**Correct Answer** — Answers to multiple-choice questions are listed.

**Item Type** — Multiple Choice (**MC**) and Gridded Response (**GR**)

**Strand** — In mathematics, the MCA-III measures four strands:

1. Number and Operation
2. Algebra
3. Geometry and Measurement
4. Data Analysis and Probability

**Standard** — Each strand has one or more standards

**Benchmark** — Each standard has one or more benchmarks. See the Academic Standards or test specification for further explanation of each benchmark.