



Ministry of Education, Youth & Information
Student Assessment Unit



Primary Exit Profile
Bringing Abilities to Light

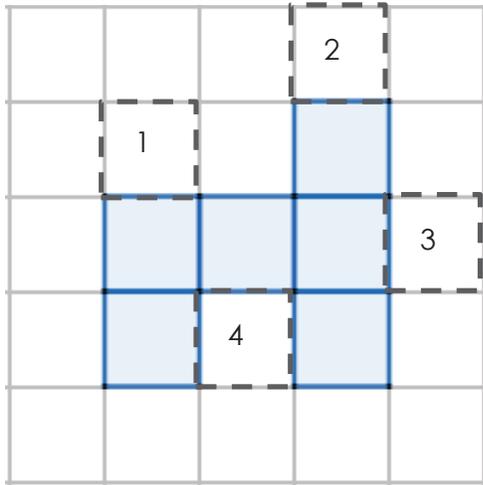
SAMPLE ITEM
PUBLICATION 2018

MATHEMATICS: SAMPLE ITEM #1

This item has the following characteristics:

Strand:	Measurement
Objective:	Compute the perimeter of regular and irregular plane shape using units of measurement for length.
Mathematical Practice:	MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.
Item Type:	Single Selected Response
About this Item Type:	This item type has 4 options from which a student is expected to select <u>ONE</u> correct answer to the question.

Six (6) squares were shaded in a grid to make the figure shown below.



Which one square labeled 1, 2, 3 and 4 should be shaded so that the perimeter of the new figure is less than that of the original figure?

- A. 1
- B. 2
- C. 3
- D. 4

Best Answer:
D (Square 4)

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

1. *apply the concept of perimeter to a problem situation*
2. *test propositions using examples*

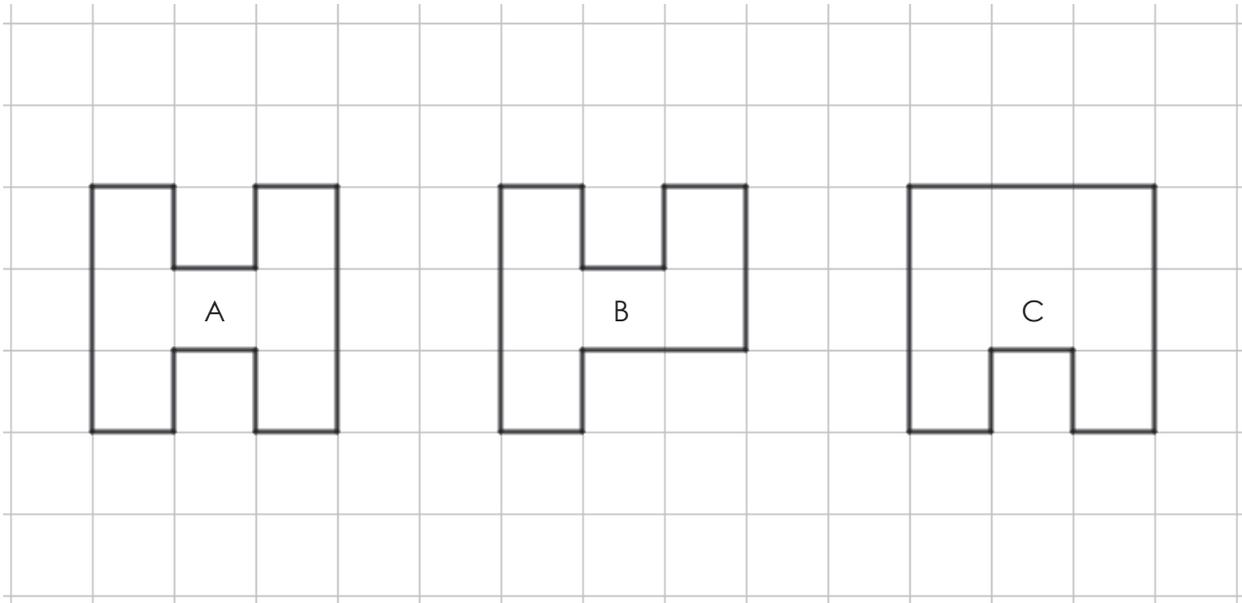


MATHEMATICS: SAMPLE ITEM #2

This item has the following characteristics:

Strand:	Measurement
Objective:	Compute the perimeter of a rectangle and irregular plane shape using units of measurement for length
Mathematical Practice:	MP4. Model with mathematics MP5. Use appropriate tools strategically
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table that the student completes. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

In the grid shown below, there are three pathways labeled A, B and C.



For each of the following statements, indicate with a tick (✓) whether the statement is true or false.

Statement	True	False
Pathway A is longer than Pathway B		
Pathway A is longer than Pathway C		
Pathway B is longer than Pathway C		

Best Answer:

True

True

False

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

- 1. evaluate a problem situation*
- 2. apply mathematics to solving problems arising in everyday life*



MATHEMATICS: SAMPLE ITEM #3

This item has the following characteristics:

Strand:	Number
Objective:	Select data relevant to a problem when finding its solution
Mathematical Practice:	MP1. Make sense of problems and persevere in solving them MP8. Look for and express regularity in repeated reasoning
Item Type:	Multiple Selected Response
About this Item Type:	This item type provides a list of answer options for students to choose. One or more options can be selected. Student gets full credit only if ALL the intended answers are selected.

In a certain herd of goats, all the goats are either black or white. How many female goats in the herd are black?

Which **three** of the following statements together provide additional information that is enough to answer the question?

- (A) The number of goats in the herd
- (B) The number of male goats in the herd
- (C) The number of black male goats in the herd
- (D) The number of white female goats in the herd

Best Answer:

A, B, D

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

- 1. respond to problems that may arise in everyday life*
- 2. identify information and/or make assumptions to solve the problem*



MATHEMATICS: SAMPLE ITEM #4

This item has the following characteristics:

Strand:	Number
Objective:	Make reasonable estimate when computing with whole numbers
Mathematical Practice:	MP4. Model with mathematics
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table for the student to complete. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

At a certain competition, each of the four members of the Jamaican track team ran a different distance. The total distance ran by the four team members was 8 kilometers. If the longest distance ran by a member of the team was 3 kilometers, what could be the shortest distance ran by a member of the team?

For each of the following, indicate with a tick (✓) which could be or could not be the shortest distance ran.

Shortest distance ran	Could be	Could not be
4 kilometers		
1 kilometer		
100 meters		

Best Answer:

Could not be

Could be

Could be



What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

- 1. apply mathematics to solving a problem arising in everyday life, society, or the workplace*