

Tennessee Comprehensive Assessment Program

TCAP

Integrated Math III Item Release





Developed and published under contract with the Tennessee Department of Education by NCS Pearson, Inc., 5601 Green Valley Dr., Bloomington, MN 55437. Copyright© 2022 Tennessee Department of Education. No part of this publication may be copied, reproduced, or distributed in any form or by any means, or stored in a database or retrieval system, without the prior express written consent of the Tennessee Department of Education and NCS Pearson, Inc. All trademarks, product names, and logos are the property of their respective owners. All rights reserved.

Metadata- Math

Items

| Page Number | UIN | Grade | Item Type | Key | DOK | TN Standards | Calculator |
|-------------|-----------|--------------|-----------|-------|-----|---------------|------------|
| 4 | TN0001581 | Int Math III | MC | A | 2 | M3.A.APR.C.4 | Y |
| 5 | TN0001648 | Int Math III | MC | C | 2 | M3.G.GPE.B.3 | Y |
| 6 | TN0002991 | Int Math III | MC | B | 2 | M3.A.CED.A.1 | Y |
| 7 | TN0003020 | Int Math III | MC | C | 2 | M3.A.SSE.B.2a | Y |
| 8 | TN0025990 | Int Math III | MS | A,B,C | 2 | M3.G.C.A.2 | Y |
| 9 | TN0032391 | Int Math III | MS | C,E,F | 2 | M3.A.REI.B.3 | Y |
| 10 | TN0032405 | Int Math III | MS | B,D | 3 | M3.G.GPE.B.2 | Y |
| 11 | TN0063433 | Int Math III | MC | D | 2 | M3.G.GPE.A.1 | Y |
| 12 | TN0069527 | Int Math III | MC | B | 2 | M3.S.ID.B.2a | Y |
| 13 | TN0083030 | Int Math III | MC | A | 2 | M3.A.APR.A.1 | N |
| 14 | TN0087582 | Int Math III | MC | A | 2 | M3.A.REI.A.1 | N |
| 15 | TN046194 | Int Math III | MC | D | 2 | M3.F.LE.A.2 | Y |
| 16 | TN136360 | Int Math III | MC | A | 2 | M3.G.GPE.B.4 | Y |
| 17 | TN142819 | Int Math III | MS | A,C | 2 | M3.G.CO.A.1 | Y |
| 18 | TN216753 | Int Math III | MS | B,C,E | 3 | M3.F.IF.B.3d | Y |
| 19 | TN439823 | Int Math III | MC | A | 2 | M3.A.SSE.A.1 | Y |
| 20 | TN646502 | Int Math III | MC | B | 2 | M3.F.IF.A.1 | Y |
| 21 | TN748146 | Int Math III | MS | A,D | 2 | M3.A.REI.B.3 | Y |

Metadata Definitions:

| | |
|---------------------|--|
| UIN | Unique letter/number code used to identify the item. |
| Grade | Grade level or Course. |
| Item Type | Indicates the type of item. MC= Multiple Choice; MS= Multiple Select |
| Key | Correct answer. This may be blank for constructed response items where students write or type their responses. |
| DOK | Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1 = Recall or simple reproduction of information; 2 = Skills and concepts: comprehension and processing of text; 3 = Strategic thinking, prediction, elaboration. |
| TN Standards | Primary educational standard assessed. |
| Calculator | Y for items that permit calculator use. |

00. Which rational expression is equivalent to $\frac{x^2 + 2x - 15}{x^2 - 25}$?

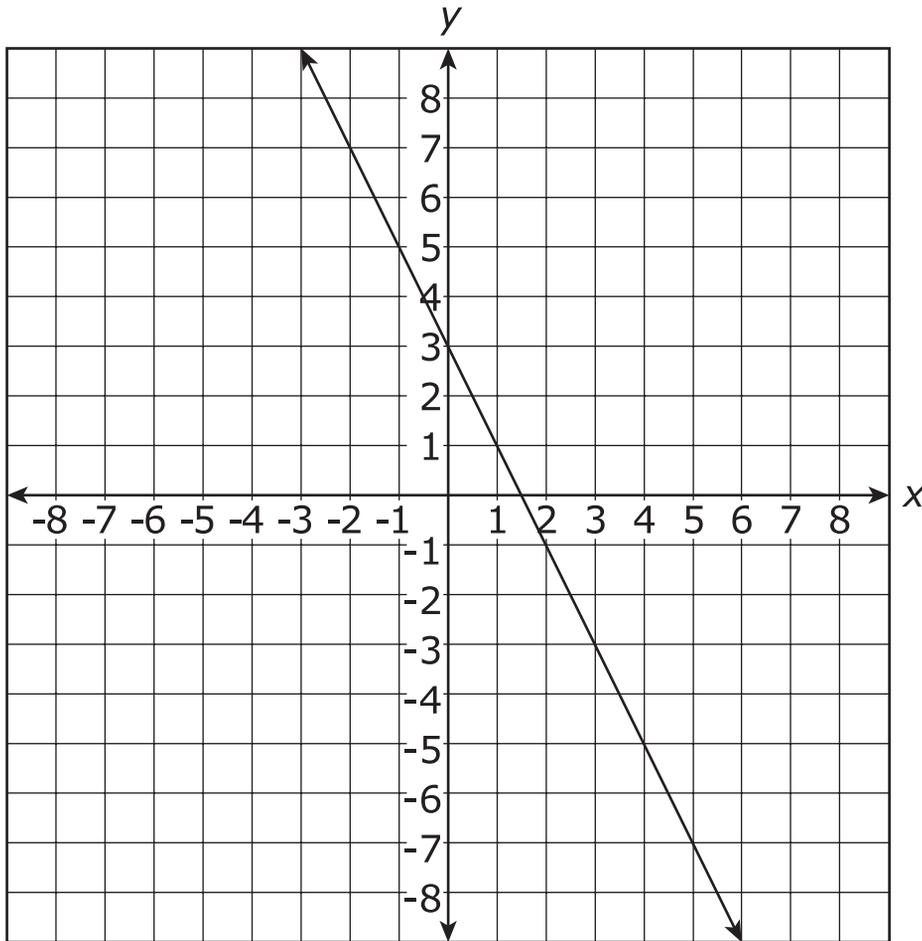
A. $\frac{x - 3}{x - 5}$

B. $\frac{x + 3}{x + 5}$

C. $\frac{2x - 15}{-25}$

D. $\frac{2x}{x - 10}$

00. A line is graphed on the coordinate plane.



What is the equation of the line perpendicular to this line that passes through the point $(-2, 7)$?

- A. $y = -2x + 3$
- B. $y = -\frac{1}{2}x + 6$
- C. $y = \frac{1}{2}x + 8$
- D. $y = 2x + 11$

TN0002991_2

00. A sample of 10,000 bacteria decreases in number by 25% per week.

How many bacteria will there be in 4 weeks?

A. 7,500

B. 3,164

C. 39

D. 0

- 00.** The amount of medication M (in milligrams) needed by a patient over a period of h hours can be estimated by $M = 2.4(2.7)^{-0.4h}$.

Which expression is approximately equal to M ?

- A.** $(1.6)^h$
- B.** $(1.6)^{-h}$
- C.** $2.4(0.67)^h$
- D.** $2.4(0.67)^{-h}$

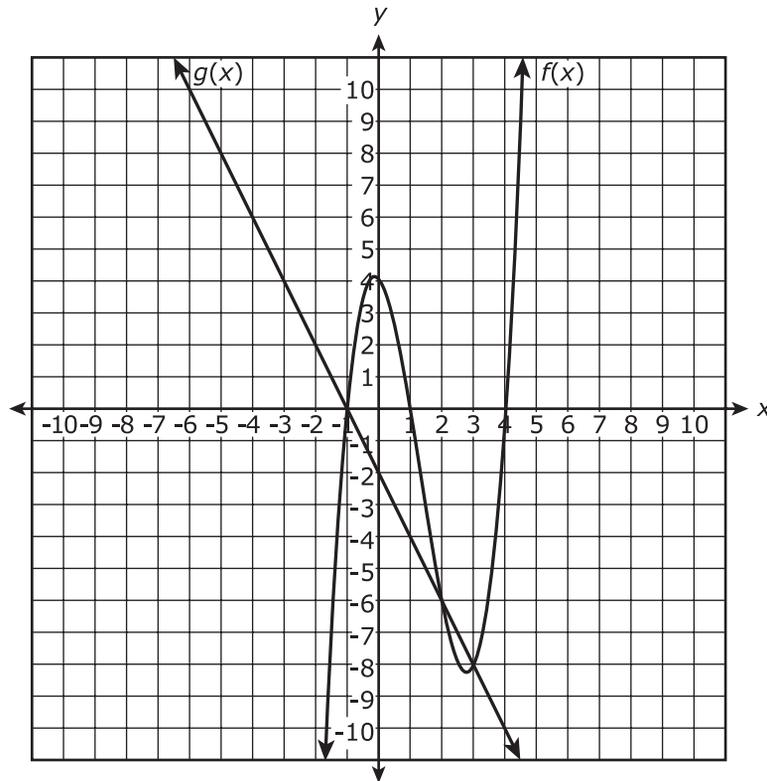
00. Circle P contains chord \overline{AB} . The area of the circle is 100π square inches.

Which measure could be the length of \overline{AB} ?

Select the **three** that apply.

- A.** 10 in.
- B.** 19 in.
- C.** 20 in.
- D.** 50 in.
- E.** 100 in.

00. The graphs of $f(x)$ and $g(x)$ are shown.

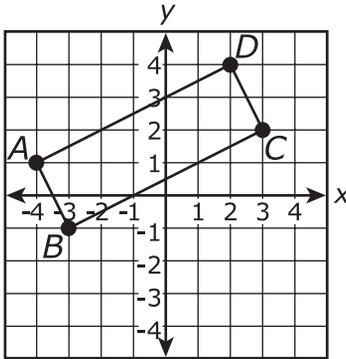


For what values of x is $f(x) = g(x)$?

Select **all** that apply.

- A. -8
- B. -6
- C. -1
- D. 0
- E. 2
- F. 3

- 00.** Given: Quadrilateral $ABCD$ is plotted on the coordinate plane with $A(-4, 1)$, $B(-3, -1)$, $C(3, 2)$, and $D(2, 4)$ as shown in the figure.



Which **two** of the following facts, when used together, are sufficient to prove that quadrilateral $ABCD$ is a rectangle?

- A.** The length of \overline{BC} is greater than the length of \overline{DC} .
- B.** The slope of \overline{AB} is the opposite reciprocal of the slope of \overline{BC} .
- C.** Diagonals \overline{AC} and \overline{BD} intersect in the interior of the quadrilateral.
- D.** The slope of \overline{AB} is equal to the slope of \overline{CD} , and the slope of \overline{AD} is equal to the slope of \overline{BC} .
- E.** The length of \overline{AB} is less than the length of \overline{BC} , and the length of \overline{CD} is less than the length of \overline{AD} .

- 00.** Circle Q is represented by the given equation.

$$\left(x + \frac{3}{2}\right)^2 + \left(y + \frac{2}{3}\right)^2 = 2$$

What are the coordinates of the center and the length of the diameter, d , of circle Q ?

- A.** $Q\left(\frac{3}{2}, \frac{2}{3}\right)$ and $d = \sqrt{2}$ units
- B.** $Q\left(\frac{3}{2}, \frac{2}{3}\right)$ and $d = 2\sqrt{2}$ units
- C.** $Q\left(-\frac{3}{2}, -\frac{2}{3}\right)$ and $d = \sqrt{2}$ units
- D.** $Q\left(-\frac{3}{2}, -\frac{2}{3}\right)$ and $d = 2\sqrt{2}$ units

- 00.** A school district collects its student enrollment data at the beginning of several school years. The data are organized in the table as shown.

Student Enrollment

| Year | Enrollment |
|------|------------|
| 2010 | 21,840 |
| 2012 | 22,495 |
| 2014 | 23,170 |
| 2016 | 23,865 |

Using an exponential model, in what year should the school district expect that the student enrollment at the beginning of the school year will be greater than 28,000 students for the first time?

- A.** 2026
- B.** 2027
- C.** 2028
- D.** 2029

- 00.** The binomial $(x - d)$ is a factor of $p(x) = ax^2 - bx + 10$. What equation must be true?
- A.** $p(d) = 0$
 - B.** $p(d) = 10$
 - C.** $p(-d) = 0$
 - D.** $p(-d) = 10$

00. The method Wayne used to solve an equation is shown.

$$\sqrt{3x + 7} = x + 3$$

- Result of Step 1: $3x + 7 = x^2 + 9$
- Result of Step 2: $0 = x^2 - 3x + 2$
- Result of Step 3: $0 = (x - 2)(x - 1)$
- Result of Step 4: $x - 2 = 0$ or $x - 1 = 0$
- Result of Step 5: $x = 2$ or $x = 1$

Which statement evaluates Wayne's method for solving the equation?

- A.** Wayne's first mistake was made in Step 1.
- B.** Wayne's first mistake was made in Step 2.
- C.** Wayne's first mistake was made in Step 3.
- D.** Wayne did not make a mistake when solving the equation.

00. What is the value of t in the equation $-3e^{2t} = 12$?

A. $\ln(-6)$

B. $\frac{1}{2}\ln(9)$

C. $\frac{1}{2}\ln(15)$

D. no real solution

- 00.** On a coordinate grid, Point A is located at $(3, 3)$ and Point B is located at $(-2, -7)$. Point C is located on \overline{AB} so that the ratio of AC to CB is 3:2. What are the coordinates of point C ?
- A.** $(0, -3)$
- B.** $(\frac{1}{2}, -2)$
- C.** $(-3, 0)$
- D.** $(-4, 3)$

- 00.** Maria drew a line \overleftrightarrow{AB} with point C not on \overleftrightarrow{AB} .

Which procedure(s) could Maria use to construct a line through point C that is parallel to \overleftrightarrow{AB} ?

Select **all** that apply.

- A.** Construct line l through point C perpendicular to \overleftrightarrow{AB} , and then construct a line perpendicular to line l at point C .
- B.** Construct line l through point C perpendicular to \overleftrightarrow{AB} , and then construct a line perpendicular to line l at point B .
- C.** Construct line l through point A perpendicular to \overleftrightarrow{AB} , and then construct a line perpendicular to line l at point C .
- D.** Construct line l through point A and point C , and then construct a line perpendicular to line l at point C .
- E.** Construct line l through point B and point C , and then construct a line perpendicular to line l at point B .

- 00.** Which statements describe the key features of the graph of the function $f(x) = \log_4 x$?

Select **all** that apply.

- A.** The y -intercept is 0.
- B.** The x -intercept is 1.
- C.** As x approaches infinity, $f(x)$ approaches infinity.
- D.** The point $(2, 16)$ is on the graph of $f(x)$.
- E.** The domain is $x > 0$.

00. Which expression is equivalent to $3x^2 - 12x + 13$?

A. $3(x - 2)^2 + 1$

B. $3(x - 2)^2 + 7$

C. $3(x - 2)^2 + 11$

D. $3(x - 2)^2 + 25$

- 00.** The elevation of a race, in meters above sea level, as a function of its distance in kilometers from the start line is described by the function

$$h(x) = -x^4 + 7x^3 - 4x^2 - 12x.$$

On which of the intervals is the elevation of the race decreasing?

- A.** $[0, 3]$
- B.** $[0, 1]$
- C.** $[1, 2]$
- D.** $[2, 3]$

00. Functions $f(x)$ and $g(x)$ are shown below.

$$f(x) = |x + 1|$$

$$g(x) = \frac{1}{2}x + 2$$

What are the solutions of the equation $f(x) = g(x)$?

Select **all** that apply.

A. -2

B. -1

C. 1

D. 2

E. 3

Tennessee Comprehensive
Assessment Program TCAP
Integrated Math III
Item Release
Spring 2021

