**Math Grade 6**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -01] Recognize simple patterns from various number sequences.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: Write down the next two terms of the sequence:

12, 22, 32,…

**Options**

**A**) 4, 9

B) 9, 16

C) 16, 25

D) 64, 125

**Answer: C**

**Reason for Choosing Distracter:** Correctoption is closely related with distracters.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
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**Name and Signature of reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -02] Continue a given number sequence and find:

i-term to term rule

ii-position to term rule

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: How can we find next term of the sequence 4, -8, 16, -32, 64, … ?

**Options**

**A**) by adding -2 to previous term

B) by multiplying the previous term with -2

C) by subtracting -2 from previous term

D) by dividing the previous term with -2

**Answer: B**

**Reason for Choosing Distracter:** Distracters show various methods of finding missing terms of sequences.

**Name and Signature of Developer**

1. Dr Khalid Mahmood
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**Name and Signature of reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -03] Solve real life problems involving number sequences and patterns.

Type of Task: Extended response

Level of SLO: Application

Task: There are 20 passengers in the first carriage, 28 passengers in the second carriage, 36 passengers in the third carriage and so on. How many passengers will be seated in the 6th carriage.

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

Passengers in the first carriage = 20

Passengers in the first carriage = 28

Passengers in the first carriage = 36

We note that 8 passengers are increasing in each next carriage. Therefore,

Passengers in the 4th carriage = 36 + 8 = 44

Passengers in the 5th carriage = 44 + 8 = 52

Passengers in the 6th carriage = 52 + 8 = 60

Writing all data 01

Finding rule 01

Finding next three terms

including result 03

**Name and Signature of Developer**

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**Name and Signature of Reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Summative**

[SLO: M -06 - B -03] Solve real life problems involving number sequences and patterns.

Type of Task: Extended response

Level of SLO: Application

Task: Alia saves Rs.5 on Monday from her pocket money, Rs.6 on Tuesday and Rs.7 on Wednesday. How much will she save during one week?

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

Pocket money saved on Monday = Rs.5

Pocket money saved on Tuesday = Rs.6

Pocket money saved on Wednesday = Rs.7

Pocket money saved during one week

= Rs.(5 + 6 +7 + 8 + 9 + 10 + 11)

= Rs.56

Writing all data 02

Finding total pocket money 03

**Name and Signature of Developer**

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**Name and Signature of Reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -04] Explain the term algebra as an extension of arithmetic, where letters, numbers and symbols are used to construct algebraic expressions.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: 13 less than 2 times a number is equal to:

**Options**

**A**) 2y + 13

B) 2 + y ̶ 13

C) 2 ̶ y + 13

D) 2y ̶ 13

**Answer: D**

**Reason for Choosing Distracter:** Distracters show various formations of algebraic expressions.

**Name and Signature of Developer**

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**Name and Signature of reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -04] Explain the term algebra as an extension of arithmetic, where letters, numbers and symbols are used to construct algebraic expressions.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: In, 3y + 4x + 2z + 4y ̶ 2x + 3, like terms are:

**Options**

**A**) 4x, ̶ 2x and 3y, 4y

B) 4x, 2x and 3y, 4y

C) 4x, 2z and 3y, 3

D) 4x, 3x and 3y, 2y

**Answer: A**

**Reason for Choosing Distracter:** Correctoption is closely related with distracters.

**Name and Signature of Developer**

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**Name and Signature of reviewer**

**Template for Multiple Choice Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -05] Evaluate algebraic expressions by substitution of variables with numerical values.

Type of Task: MCQ

Level of SLO: Knowledge

Maximum Marks (01)

Task: The value of ̶ 7x + 13y where x = 2 and y = ̶ 3, is:

**Options**

**A**) 53

B) ̶ 53

C) 25

D) ̶ 25

**Answer: B**

**Reason for Choosing Distracter:** Distracters may arise after some mistakes in the calculations.

**Name and Signature of Developer**

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**Name and Signature of reviewer**

**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Formative**

[SLO: M -06 - B -06] -Manipulate simple algebraic expressions using addition and subtraction Type of Task: Extended response

Level of SLO: Comprehension

Task: The length and width of a rectangle are 4x + 3y + 1 and 2x ̶ 6y ̶ 7. Find the perimeter of rectangle.

Maximum Marks: 5

Level of Item: Application

**Expected Response:** **Skill Observed Score**

L = 4x + 3y + 1

W = 2x ̶ 6y ̶ 7

Perimeter of rectangle = 2(L + W)

= 2(4x + 3y + 1 + 2x ̶ 6y ̶ 7)

= 2(6x – 3y – 6)

= 12x – 6y – 12

Writing all data 01

Formula 01

Substitution of values 01

Simplification 02

**Name and Signature of Developer**

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**Template for Essay Type Item**

**Subject: Mathematics**

**Domain: B-**Algebra

**Grade: VI**

**Unit 5: Introduction to Algebra**

**Type of Assessment: Summative**

[SLO: M -06 - B -07] Simplify algebraic expressions.

Type of Task: Extended response

Level of SLO: Comprehension

Task: Simplify:

[4x – (7x – 4y + 2x)] – 3(5y – 6z) + 2

Maximum Marks: 5

Level of Item: Comprehension

**Expected Response:** **Skill Observed Score**

[4x – (7x – 4y + 2x)] – 3(5y – 6z) + 2

= [4x – (9x – 4y)] – 3(5y – 6z) + 2

= [4x – 9x + 4y] – 15y +18z + 2

= [– 5x + 4y] – 15y +18z + 2

= – 5x + 4y – 15y +18z + 2

= – 5x – 11y +18z + 2

One mark for each step 05

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