

7th Grade MEAP Released Items – Mathematics

Based on 6th Grade GLCEs:

Work with number is essentially completed by the end of sixth grade, where students' knowledge of whole numbers and fractions (ratios of whole numbers, with non-zero denominators) should be introduced to integers and rational numbers. All of the number emphasis is intended to lay a foundation for the algebra expectations that are included in grade six. Students should use variables, write simple expressions and equations, and graph linear relationships. In geometry, students continue to expand their repertoire about shapes and their properties.

NOTES

Items are arranged to match the way the items are ordered in the *Item Analysis Report* (which coincides with the way the GLCEs are arranged in the *State-Assessed Mathematics GLCEs* document.).

The following GLCE designations are provided:

Core: Content that is most commonly taught at grade level. **[Core]**

Core,
Non-Calculator Item: Items where calculators are not allowed. **[Core-NC]**

Extended Core: Content commonly taught at grade level but narrower in scope and/or supportive to the core. **[Ext]**

Future Core: Content expectations previously taught at a higher grade level; will become core content in 2009-10. **[Fut]**

Not Assessed at the
State Level [NASL]: GLCEs that are part of the State Curriculum, but not assessed on the MEAP. **[NASL]**

Number and Operations

Multiply and divide fractions:

N.MR.06.01 Understand division of fractions as the inverse of multiplication, e.g.

$$\frac{4}{5} \div \frac{2}{3} = \square, \text{ then } \frac{2}{3} \times \square = \frac{4}{5}, \text{ so } \square = \frac{4}{5} \cdot \frac{3}{2} = \frac{12}{10}. \text{ [Core]}$$

34 Jennifer wants to run 3 miles. The track she runs on is $\frac{1}{4}$ of a mile in length. How many times does Jennifer have to run the length of the track to run a total of 3 miles?

A $\frac{3}{4}$

B $3\frac{1}{4}$

C 7

D 12

Answer: D

45 Harold has 8 pounds of rice. One cup of rice weighs about $\frac{1}{2}$ pound. How many cups of rice does Harold have?

A 4

B $7\frac{1}{2}$

C 12

D 16

Answer: D

52 Tom has $\frac{2}{3}$ of a pizza that is uncut. He wants to divide it into slices that are each $\frac{1}{6}$ of the original pizza. How many slices will he get?

A 3

B 4

C 6

D 9

Answer: B

N.FL.06.02 Given an applied situation involving dividing fractions, write a mathematical statement to represent the situation. **[Core]**

24 Kathy has $\frac{3}{4}$ of a cake she wants to divide evenly among 3 friends. Which equation can be used to find the fraction of the whole cake each friend will get?

A $n = \frac{3}{4} \cdot \frac{3}{4}$

B $n = \frac{3}{4} \div \frac{1}{3}$

C $n = \frac{3}{4} \div 3$

D $n = \frac{4}{3} \cdot 3$

Answer: C

39 Ben took $\frac{1}{6}$ of a whole pie and divided that slice into 4 equal pieces. Which equation can be used to determine the fraction of the whole pie represented by each of the 4 new slices?

A $n = 6 \div 4$

B $n = 6 \cdot 4$

C $n = \frac{1}{6} \div \frac{1}{4}$

D $n = \frac{1}{6} \div 4$

Answer: D

55 Robert cut $\frac{3}{4}$ of a loaf of bread in half. Which equation can be used to determine the fraction of the whole loaf represented by each piece?

A $n = \frac{3}{4} \cdot \frac{3}{4}$

B $n = \frac{3}{4} \cdot 2$

C $n = \frac{3}{4} \div 2$

D $n = \frac{4}{3} \div \frac{1}{2}$

Answer: C

N.MR.06.03 Solve for the unknown in equations such as: $\frac{1}{4} \div \square = 1$, $\frac{3}{4} \div \square = \frac{1}{4}$ and $\frac{1}{2} = 1 \times \square$. **[Fut]**
(No questions associated with this future core GLCE.)

N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluently. **[Core – NC]**

3 What value goes in the box to make the equation true?

$$\square = \frac{12}{10} \div \frac{4}{5}$$

A $\frac{1}{2}$

B $\frac{2}{3}$

C $\frac{3}{2}$

D $\frac{5}{3}$

Answer: C

5 A hamburger patty weighs 5 ounces before it is cooked. How many hamburgers can be made using 10 pounds of meat? (There are 16 ounces in one pound.)

A 20

B 30

C 32

D 50

Answer: C

6 What number goes in the box to make the equation true?

$$\square = \frac{1}{2} \times \frac{2}{9}$$

A $\frac{1}{9}$

B $\frac{2}{9}$

C 9

D 18

Answer: A

Represent rational numbers as fractions, or decimals:

N.ME.06.05 Order rational numbers and place them on the number line. **[Ext]**

61 Which correctly completes the number sentence?

$$7.050 > \square$$

- A** 7.015
- B** 7.055
- C** 7.100
- D** 7.500

Answer: A

N.ME.06.06 Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations. **[Ext]**
(No questions associated with this extended core GLCE.)

N.ME.06.07 Understand that a fraction or a negative fraction is a quotient of two integers, e.g., $-\frac{8}{3}$ is $-8 \div 3$ divided by 3. **[Fut]**
(No questions associated with this future core GLCE.)

Add and subtract integers and rational numbers:

N.MR.06.08 Understand integer subtraction as the inverse of integer addition; add and subtract integers, using integers from 10 to -10. [Fut]
(No questions associated with this future GLCE.)

N.FL.06.09 Add, subtract, multiply, and divide integers between -10 and 10; use number line and strip models for addition and subtraction. [Fut - NC]

70 Each Friday, Jill earns \$10 babysitting. Each week, she spends \$4 and saves the rest. How much has she saved after 8 weeks?

- A \$48
- B \$76
- C \$80
- D \$84

Answer: A

N.FL.06.10 Add, subtract, multiply and divide positive rational numbers fluently. [Core -NC]

1. What kind of answer results when a rational number is multiplied by zero?

- A The answer is zero.
- B The answer is the original number.
- C The answer depends on the original number.
- D The answer is the opposite sign of the original number.

Answer: A

2 What is the solution to this number sentence?

$$3 + 12 \div 3 + 8 \times 4 = \square$$

- A 39
- B 52
- C 60
- D 80

Answer: A

4 What is the solution to this number sentence?

$$39 - 15 \div 3 - 8 \div 4 =$$

- A 0
- B 6
- C 24
- D 32

Answer: D

Find equivalent ratios:

N.ME.06.11 Find equivalent ratios by scaling up or scaling down. **[Core]**

- 13** A nursery school teacher is planning a class celebration for the end of the year. She has a dozen doughnuts. She plans to give each student half a doughnut. How many students will she be able to serve?

A 6
B 12
C 18
D 24

Answer: D

- 33** The ratio of boys to girls in Mark's class is 3:4. Which of the following ratios is equivalent to 3:4?

A 1:2
B 6:9
C 16:18
D 18:24

Answer: D

- 43** The ratio of books to magazines in the library is 36:18. Which of the following ratios is equivalent to 36:18?

A 2:1
B 3:1
C 26:8
D 24:6

Answer: A

Solve decimal, percentage and rational number problems:

N.FL.06.12 Calculate part of a number given the percentage and the number. **[Ext]**
(No questions associated with this extended core GLCE.)

N.FL.06.13 Solve word problems involving percentages in such contexts as sales taxes and tips, and involving positive rational numbers. **[Core]**

- 46** A breakfast cereal company has put 25% more cereal in each box. The original box contained 28 ounces of cereal. How much does the new box contain?
- A** 7 ounces
 - B** 25 ounces
 - C** 35 ounces
 - D** 53 ounces

Answer: C

- 48** Raymond has a \$5.00 off coupon for a restaurant but wants to calculate his tip based on the original bill. If his bill, after the coupon, was \$15.00, how much should he leave for a 15% tip?
- A** \$1.00
 - B** \$1.50
 - C** \$2.25
 - D** \$3.00

Answer: D

- 59** Tucker is allowed to eat 20% of a 20-ounce bag of candy each day. Which of the following statements describes the amount of candy in ounces he is allowed to eat each day?
- A** $20 \times 20 = 400$
 - B** $20 \times 0.20 = 4$
 - C** $\frac{20}{20} = 1$
 - D** $20 - 20 = 0$

Answer: B

N.FL.06.14 For applied situations, estimate the answers to calculations involving operations with rational numbers. **[Core]**

- 15** Stamps cost 37 cents each. Helen has \$2.00 in cash. What is the *greatest* number of stamps she can buy?
- A** 4 stamps
 - B** 5 stamps
 - C** 6 stamps
 - D** 7 stamps

Answer: B

- 35** Mary is on the basketball team. She has scored an average 19.72 points per game during the 11 games this season. Which is *closest* to the number of points she scored this season?
- A** 195
 - B** 200
 - C** 220
 - D** 225

Answer: C

- 53** Rebecca and her three friends went to a cook-out. The four girls went to a booth selling pies and each ate $\frac{1}{3}$ of a pie. Rounding to the nearest $\frac{1}{2}$, about how many pies did the girls eat in all?
- A** 1
 - B** $1\frac{1}{4}$
 - C** $1\frac{1}{2}$
 - D** $1\frac{3}{4}$

Answer: C

N.FL.06.15 Solve applied problems that use the four operations with appropriate decimal numbers.
[Core]

- 9** Moe had \$10.00. He bought a corn dog for \$2.25, a drink for \$1.50, and a bag of cotton candy for \$2.75. How much money did he have left?
- A** \$2.50
 - B** \$3.50
 - C** \$5.50
 - D** \$6.50

Answer: B

- 18** Dionne buys a cap that costs \$7.50 and a shirt that costs \$22.50. Sales tax is 6%. What is the total cost including tax?
- A** \$180.00
 - B** \$ 31.80
 - C** \$ 30.00
 - D** \$ 15.50

Answer: B

- 32** A taxi cab charges \$1.25 for the first $\frac{1}{2}$ mile and 50 cents each $\frac{1}{2}$ mile after the first. Maria took a ride in the cab for a distance of $3\frac{1}{2}$ miles. How much did the ride cost?
- A** \$2.25
 - B** \$3.50
 - C** \$4.25
 - D** \$4.75

Answer: C

Use exponents:

N.ME.06.16 Understand and use integer exponents, excluding powers of negative numbers; express numbers in scientific notation. **[Fut]**
(No questions associated with this future core GLCE.)

Understand rational numbers and their location on the number line:

N.ME.06.17 Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0, and are on opposite sides and at equal distance from 0 on a number line.
[Core]

10 On a number line, which number is the same distance from 0 as 11?

- A** -11
- B** -9
- C** 0
- D** 9

Answer: A

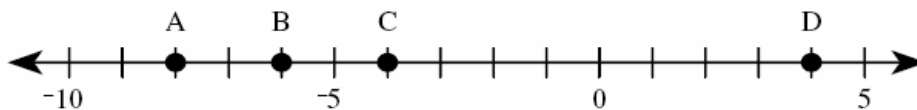
19 What is the missing value in the equation below?

$$\frac{22}{7} + \square = 0$$

- A** $-\frac{22}{7}$
- B** $-\frac{7}{22}$
- C** 0
- D** $\frac{22}{7}$

Answer: A

23 Which position on the number line represents the number -4 ?



- A** A
- B** B
- C** C
- D** D

Answer: C

N.ME.06.18 Understand that rational numbers are quotients of integers (non-zero denominators), e.g., a rational number is either a fraction or a negative fraction. **[Ext]**
(No questions associated with this extended core GLCE.)

N.ME.06.19 Understand that 0 is an integer that is neither negative nor positive. **[Ext]**
(No questions associated with this extended core GLCE.)

N.ME.06.20 Know that the absolute value of a number is the value of the number, ignoring the sign; or is the distance of the number from 0. **[Ext]**
(No questions associated with this extended core GLCE.)

Algebra

Calculate rates:

A.PA.06.01 Solve applied problems involving rates, including speed, e.g., if a car is going 50 mph, how far will it go in $3\frac{1}{2}$ hours? **[Core]**

- 25** The Newtown Fire Department was testing their new fire engine. At full power, the engine pumped enough water to empty its 520 gallon tank in 6.5 minutes. How many gallons per minute can the new engine pump?
- A** 80 gallons per minute
 - B** 87 gallons per minute
 - C** 104 gallons per minute
 - D** 3,380 gallons per minute

Answer: A

- 28** Pamela is on a road trip. She travels at an average rate of 50 miles per hour. How far does she travel in $2\frac{1}{2}$ hours?
- A** 50 miles
 - B** 100 miles
 - C** 125 miles
 - D** 150 miles

Answer: C

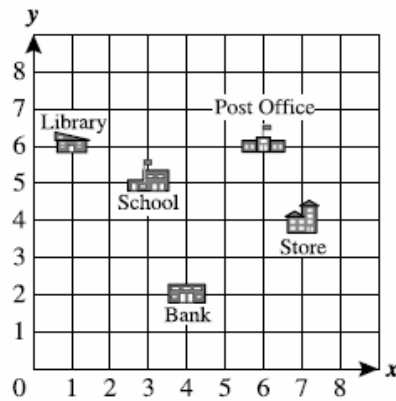
- 41** Mark reads 14 pages per hour and Jesse reads 8 pages in half an hour. Which of the following statements compares these rates?
- A** Mark reads 6 pages per hour faster than Jesse.
 - B** Mark reads 2 pages per hour faster than Jesse.
 - C** Jesse reads 6 pages per hour faster than Mark.
 - D** Jesse reads 2 pages per hour faster than Mark.

Answer: D

Understand the coordinate plane:

A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane. **[Core]**

12 The locations of several buildings in town are shown on the coordinate plane below.

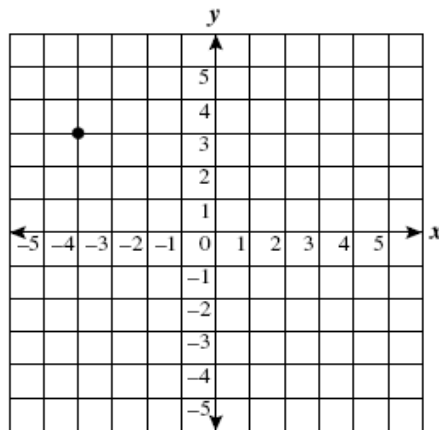


What are the coordinates of the building closest to the library?

- A** (1, 6)
- B** (3, 5)
- C** (4, 2)
- D** (6, 1)

Answer: B

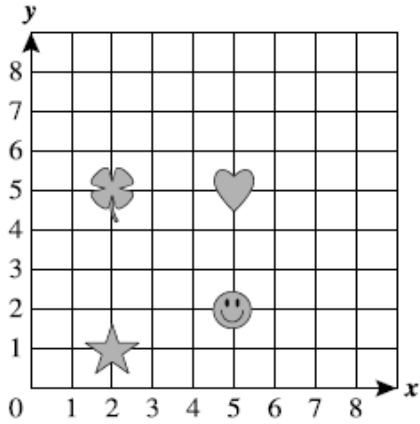
16 What are the coordinates of the point shown on the graph below?



- A** (4, 3)
- B** (3, -4)
- C** (-4, 3)
- D** (4, -3)

Answer: C

22 What symbol on the coordinate plane below is located at (2, 5)?



A 

B 

C 

D 

Answer: D

Use variables, write expressions and equations, and combine like terms:

A.FO.06.03 Use letters, with units, to represent quantities in a variety of contexts, e.g lbs., k minutes, x cookies. **[Core]**

17 Daniel read b number of books this summer. Marion read 3 more than twice the number of books Daniel read. How many books did Marion read?

- A** $b - 2$
- B** $b + 2$
- C** $2b - 3$
- D** $2b + 3$

Answer: D

26 Tom weighs n pounds. Paul's weight is $\frac{1}{3}$ of Tom's. Which of the following expressions represents Paul's weight?

- A** $\frac{1}{3}n$ pounds
- B** $\frac{3}{n}$ pounds
- C** $3n$ pounds
- D** $n - 3$ pounds

Answer: A

30 Ross can run r miles per hour. Mel can run twice as fast as Ross. How fast can Mel run?

- A** $\frac{r}{2}$ mph
- B** $2r$ mph
- C** $r + 2$ mph
- D** $r - 2$ mph

Answer: B

A.FO.06.04 Distinguish between an algebraic expression and an equation. **[Ext]**
(No questions associated with this extended core GLCE.)

A.FO.06.05 Use standard conventions for writing algebraic expressions, e.g., $2x + 1$ means "two times x , plus 1" and $2(x + 1)$ means "two times the quantity $(x + 1)$ ". **[Fut]**
(No questions associated with this future core GLCE.)

A.FO.06.06 Represent information given in words using algebraic expressions and equations.
[Core]

- 14** Candi is eating lunch in a cafeteria. She ordered 1 item that cost \$3.89, 2 items that cost \$1.27 each, and 4 items that cost \$0.39 each. Which number sentence shows her total?
- A** $(1 + 2 + 4) \times (3.89 + 1.27 + 0.39) = \38.85
- B** $(3.89 + 2) \times (1.27 + 4) \times 0.39 = \12.11
- C** $3.89 + 4 \times 1.27 + 2 \times 0.39 = \9.75
- D** $3.89 + 2 \times 1.27 + 4 \times 0.39 = \7.99

Answer: D

- 40** In the pattern 1, 4, 9, 16, x^2 , . . ., what does x represent?
- A** the fifth term in the pattern
- B** the final term in the pattern
- C** the sum of the terms in the pattern
- D** the square root of the next value in the pattern

Answer: D

- 51** Jake starts his baseball card collection with 15 cards and buys more each week. The number of cards he owns can be modeled using the expression $15 + 10x$, where x is the number of weeks Jake has been buying baseball cards. What happens to the number of cards in Jake's collection?
- A** His collection increases by 25 cards each week.
- B** His collection increases by 15 cards each week.
- C** His collection increases by 10 cards each week.
- D** His collection increases by 10 times the previous week's total.

Answer: C

A.FO.06.07 Simplify expressions of the first degree by combining like terms, and evaluate using specific values. **[Fut]**
(No questions associated with this future core GLCE.)

Represent linear functions using tables, equations, and graphs:

A.RP.06.08 Understand that graphs and tables can suggest relationships between quantities. **[Ext]**
(No questions associated with this extended core GLCE.)

A.PA.06.09 Graph and write equations for linear functions of the form $y = mx$ and solve related problems, e.g., given n chairs, the “leg function” is $f(n) = 4n$: if you have 5 chairs, how many legs? ; if you have 12 legs, how many chairs? **[Fut]**

74 At West Elementary School, there are exactly 3 boys for each girl in every class. If b is the number of boys and g is the number of girls, the equation $b = 3g$ can be used to show this relationship. According to this equation, how many boys are in a class that has 6 girls?

- A** 6
- B** 16
- C** 18
- D** 72

Answer: C

A.RP.06.10 Represent simple relationships between quantities, e.g., perimeter-side, relationship for a square, distance-time graphs, and conversions such as feet to inches; use verbal descriptions, formulas or equations, tables, and graphs. **[Fut]**
(No questions associated with this future core GLCE.)

Solve equations:

A.FO.06.11 Relate simple linear equations with integer coefficients to particular contexts, e.g., $3x = 8$ or $x + 5 = 10$, and solve. **[Core]**

- 7** Amy had 6 pairs of shoes. She let Meg borrow x pairs of shoes, and then she had 4 pairs left. Which equation models this situation?

A $6 - x = 4$

B $6 + x = 4$

C $6x = 4$

D $4x = 6$

Answer: A

- 8** Lucy had 8 plants. She gave p plants to Tom, and then she had 5 plants left. Which equation could model this situation?

A $8 + p = 5$

B $8 - p = 5$

C $8p = 5$

D $5p = 5$

Answer: B

- 29** Last year Rhonda had r rabbits in her garden. This year, the number of rabbits in her garden doubled to 10. Which equation models this situation?

A $r + 2 = 10$

B $r - 2 = 10$

C $2r = 10$

D $\frac{r}{2} = 10$ $\frac{r}{2} = 10$

Answer: C

A.FO.06.12 Understand that adding or subtracting the same number to both sides of an equation creates a new equation that has the same solution. **[Core]**

37 Which of the following pairs of equations have the same solution?

A $x - 2 = 1$ and $x - 2 = 2$

B $x + 3 = 3$ and $x + 6 = 5$

C $x + 1 = 4$ and $x + 2 = 5$

D $x + 2 = 3$ and $x + 3 = 5$

Answer: C

56 Which equation has the same solution as $2x + 3 = 13$?

A $2x + 3 = 16$

B $2x = 10$

C $2x = 13$

D $x + 3 = 13$

Answer: B

57 Which equation has the same solution as $6w - 9 = 3$?

A $6 - 9w = 3$

B $6w = 3$

C $6w + 9 = 3$

D $6w = 12$

Answer: D

A.FO.06.13 Understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solutions. **[Core]**

21 Which equation has the same solution as $y = 6$?

A $2y = 24$

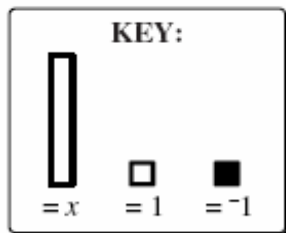
B $4y = 24$

C $\frac{y}{2} = 24$

D $\frac{y}{4} = 24$

Answer: B

50 What equation-solving process is modeled in the following diagram?



- A** dividing both sides by 3
- B** multiplying both sides by 3
- C** subtracting 2 from both sides
- D** subtracting 6 from both sides

Answer: A

54 Which of the following pairs of equations have the same solution?

A $6x = 3$ and $3x = 1.5$

B $8x = 3$ and $4x = 1$

C $10x = 9$ and $5x = 18$

D $12x = 6$ and $6x = 6$

Answer: A

A.FO.06.14 Solve equations of the form $ax + b = c$, e.g., $3x + 8 = 15$, by hand for positive integer coefficients less than 20, using calculators otherwise, and interpret the results.

[Fut]

(No questions associated with this future core GLCE.)

Measurement

Convert within measurement systems:

M.UN.06.01 Convert between basic units of measurement within a single measurement system, e.g., square inches to square feet. **[Core]**

31 How many quarts are equivalent to 8 gallons?

- A** 4
- B** 8
- C** 32
- D** 64

Answer: C

42 What is the area of a 1800-square-centimeter rug in square meters?

- A** 0.18 square meters
- B** 180 square meters
- C** 180,000 square meters
- D** 18,000,000 square meters

Answer: A

58 The surface area of a table top is 60,000 cm². What is this area in square meters?

- A** 600 m²
- B** 100 m²
- C** 6 m²
- D** 1 m²

Answer: C

Find volume and surface area:

M.PS.06.02 Draw patterns (of faces) for a cube and rectangular prism that, when cut, will cover the solid exactly (nets). **[Fut] (No questions associated with this future core GLCE.)**

M.TE.06.03 Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides, using formulas. **[Fut] (No questions associated with this future core GLCE.)**

Geometry

Understand and apply basic properties:

G.GS.06.01 Understand and apply basic properties of lines, angles, and triangles, including: triangle inequality

- relationships of vertical angles, complementary angles, supplementary angles
- congruence of corresponding and alternate interior angles when parallel lines are cut by a transversal, and that such congruencies imply parallel lines
- locate interior and exterior angles of any triangle and use the property that a exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles
- know that the sum of the exterior angles of a convex polygon is 360° **[Fut]**

(No questions associated with this future core GLCE.)

Understand the concept of congruence and basic transformations:

G.GS.06.02 Understand that for polygons, congruence means corresponding sides and angles have equal measures. **[Core]**

20 If two figures are congruent, which of the following is true?

- A They have the same lengths but different angle measures.
- B They have the same lengths and the same angle measures.
- C They have the same angle measures but different lengths.
- D They are the same type of shape, but lengths and angles can be different.

Answer: B

38 Which pair of triangles appears to be congruent?

A



B



C

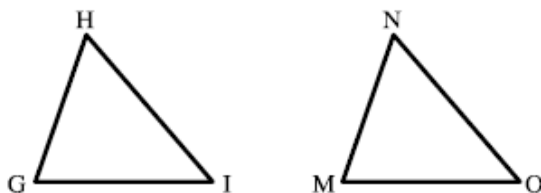


D



Answer: A

47 Triangle GHI is congruent to triangle MNO. Which of the following does **NOT** have to be true?



- A $m\angle M = m\angle G$
- B $m\angle I = m\angle O$
- C $\overline{GH} \cong \overline{MN}$
- D $\overline{HI} \cong \overline{MO}$

Answer: D

G.TR.06.03 Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems. **[Core]**

- 44** The owner of the Lucky Fish Restaurant is using his computer to create business cards. The logo he has chosen is shown below.



Which transformation should he use on the left fish to produce the right fish?

- A** translation
- B** rotation of 90°
- C** reflection
- D** rotation of 180°

Answer: C

- 60** What would happen to this figure after a translation?

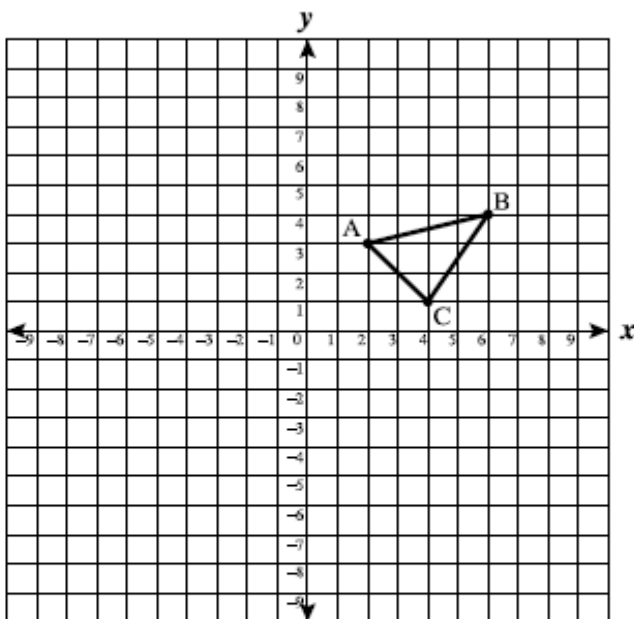


- A** It would be smaller.
- B** It would be larger.
- C** It would be at a different angle on the page.
- D** It would be in a different location on the page.

Answer: D

G.TR.06.04 Understand and use simple compositions of basic rigid transformations, e.g., a translation followed by a reflection. **[Ext]**

- 36** Paul was given the following graph in math class and was asked to reflect $\triangle ABC$ over the y -axis.

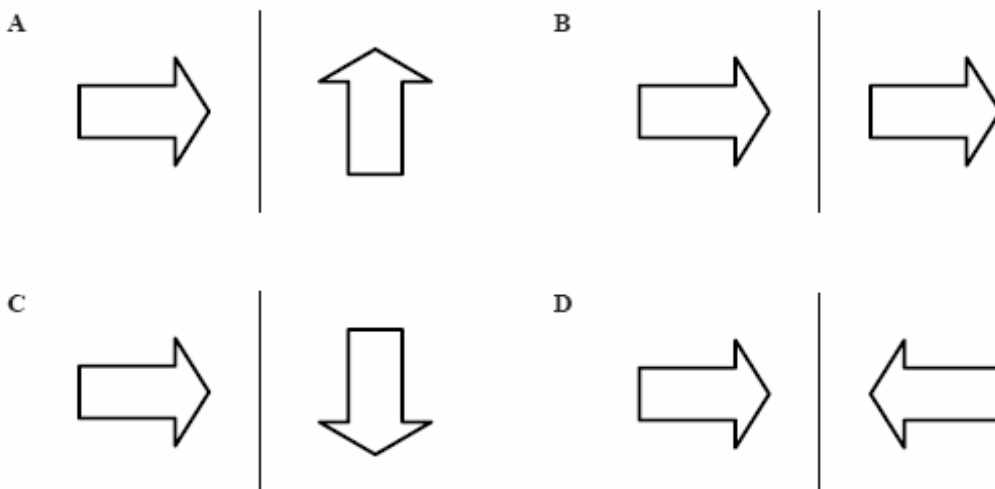


Which property remained the same?

- A** Only the area remained the same.
- B** Only the perimeter remained the same.
- C** Only the measures of the angles remained the same.
- D** The area, perimeter, and measures of the angles all remained the same.

Answer: D

- 65** Which pair of figures shows a reflection over the line segment?



Answer: D

Construct geometric shapes:

G.SR.06.05 Use paper folding to perform basic geometric constructions of perpendicular lines, midpoints of line segments and angle bisectors, and justify informally. **[NASL]**

Data and Probability

Understand the concept of probability and solve problems:

D.PR.06.01 Express probabilities as fractions, decimals or percentages between 0 and 1; know that 0 probability means an event will not occur, and that probability 1 means an event will occur. **[Core]**

- 11** The probability of getting 3 green lights in a row on Smith Street is 1 out of 80. Which of the following fractions represents this probability?

- A** $\frac{1}{81}$
- B** $\frac{1}{80}$
- C** $\frac{3}{80}$
- D** $\frac{80}{1}$

Answer: B

- 27** Jay closes his eyes and chooses a book from his bookshelf. The shelf holds only books with red covers. Which *best* describes the chance that Jay will choose a book with a red cover?

- A** certain
- B** probable
- C** likely
- D** possible

Answer: A

- 49** Mr. Garcia bought 5 red apples and 2 green apples. His shopping bag ripped and 1 apple fell out. What are the chances that the apple that fell out was green?

- A** $\frac{1}{7}$
- B** $\frac{1}{5}$
- C** $\frac{2}{7}$
- D** $\frac{2}{5}$

Answer: C

D.PR.06.02 Compute probabilities of events from simple experiments with equally likely outcomes, e.g., tossing dice, flipping coins, spinning spinners, by listing all possibilities and finding the fraction that meets given conditions. **[Ext]**
(No questions associated with this extended core GLCE.)