

The Breakfast Barn bought 135 dozen eggs at \$0.89 per dozen. What was the total cost of the eggs?

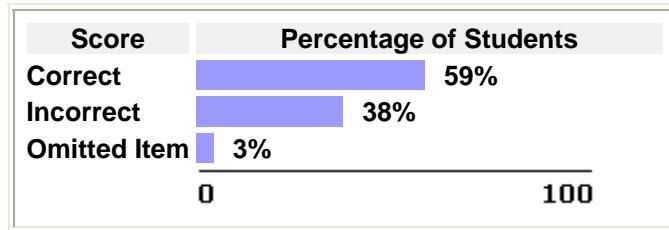
- A) \$116.75
- B) \$120.15
- C) \$135.89
- D) \$151.69

Key

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2003 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentage may not add to 100 due to rounding.

Mathematical Content Area

Number sense, properties, and operations

This question was classified in the number sense, properties, and operations content area. This content area focuses on students' understanding of numbers (whole numbers, fractions, and decimals at all grades; integers at grades 8 and 12; real and complex numbers at grade 12), operations, estimation, and applications to real-world situations. Students are expected to demonstrate an understanding of properties of numbers and operations, generalize from numerical patterns, and verify results. In grades 8 and 12, students are also expected to demonstrate an understanding of numerical relationships expressed in ratios, proportions, and percentages. Number sense includes questions that address students' understanding of relative size, equivalent forms of numbers, and use of numbers to represent attributes of real-world objects and quantities.

Mathematical Ability

Procedural knowledge

This question measures students' procedural knowledge. Students demonstrate procedural knowledge in mathematics when they select and apply appropriate procedures correctly; verify or justify the correctness of a procedure using concrete models or symbolic methods; or extend or modify procedures to deal with factors inherent in problem settings. Procedural knowledge encompasses the abilities to read and produce graphs and tables, execute geometric constructions, and perform noncomputational skills such as rounding and ordering. Procedural knowledge is often reflected in a student's ability to connect an algorithmic process with a given problem situation, to employ that algorithm correctly, and to communicate the results of the algorithm in the context of the problem setting.