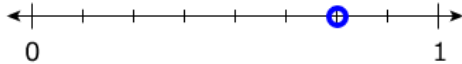
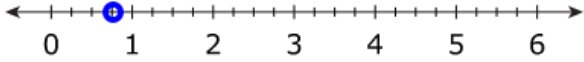


Item Number	Answer Key	Evidence Statement Key
1.	C	3.OA.1
2.	886	3.NBT.2
3.	B	3.MD.5
4.	Part A: 36 inches Part B: 25 inches Part C: See Rubric	3.D.2
5.	A	3.NF.1
6.	B, D, E	3.OA.3-1
7.		3.NF.3a-2
8.	B, C, E	3.OA.7-2
9.	Part A: 600 Part B: B	3.MD.2-3
10.	14	3.MD.1-2
11.	21, 10, 48, 8, 9	3.OA.7-2
12.	See Rubric	3.D.1
13.	D	3.OA.2
14.	$\boxed{2} \times 60 = 120$ $9 \times \boxed{90} = 810$ $8 \times 70 = \boxed{560}$ Equivalent numbers are acceptable.	3.NBT.3
15.	D	3.MD.7b-1
16.	8	3.OA.3-4
17.	C	3.MD.1-1

18.	$56 \div \boxed{7} = 8$	3.OA.4
19.	See Rubric	3.D.1
20.	Part A: D Part B: A	3.Int.5
21.	$48 \div \boxed{8} = \boxed{6}$ There are additional correct answers.	3.OA.3-3
22.	Part A: See Rubric Part B: See Rubric	3.C.6-2
23.	B, D	3.NF.3b-1
24.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Quadrilaterals Shapes with exactly 4 sides</div>	3.G.1
25.	$\frac{5}{6} \boxed{>} \frac{5}{8}$ $\frac{3}{4} \boxed{>} \frac{1}{4}$	3.NF.3d
26.	6 inches	3.MD.8
27.	Part A: See Rubric Part B: See Rubric	3.C.4-7
28.	A, B, F	3.OA.1
29.	B	3.MD.3-1
30.	See Rubric	3.C.4-4
31.	B	3.NBT.3
32.	12 square units	3.MD.6
33.	Part A: 100 laps Part B: 340 laps	3.Int.4
34.	A, D, F	3.OA.7-1
35.		3.NF.3a-2
36.	C	3.MD.4

#4 Rubric Part A

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none">• Computation component = 1 point<ul style="list-style-type: none">○ The student provides the correct response of 36 inches.
0	Student response is incorrect or irrelevant.

#4 Rubric Part B

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none">• Computation component = 1 point<ul style="list-style-type: none">○ The student provides the correct response of 25 inches.
0	Student response is incorrect or irrelevant.

#4 Rubric Part C

Score	Description
4	Student response includes the following 4 elements. <ul style="list-style-type: none">• Computation component = 1 point<ul style="list-style-type: none">○ The student provides the correct distance the other four students jumped, 119 inches.• Modeling component = 1 point<ul style="list-style-type: none">○ The student provides valid work or explanation for the correct distance the other four students jumped.• Computation component = 1 point<ul style="list-style-type: none">○ The student provides the correct distance that Jason jumped, 33 inches.• Modeling component = 1 point<ul style="list-style-type: none">○ The student provides valid work or explanation for the correct distance Jason jumped. <p>Sample Student Response:</p> $41 + 36 + 25 + 17 = 119$ $152 - 119 = 33$ <p>Jason jumped 33 inches</p> <p>Note:</p> <ul style="list-style-type: none">• Other valid equations or explanations are acceptable.
3	Student response includes 3 of the above elements.
2	Student response includes 2 of the above elements.

1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.
#12 Rubric*	
Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct total number of apple juice boxes, 50. • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct number of apple juice boxes in each package, 10. • Modeling component = 1 point <ul style="list-style-type: none"> ○ Correct work or explanation given for both answers. <p>Sample Student Response:</p> <p>There are $5 \times 6 = 30$ orange juice boxes. Since there are 80 total juice boxes there are $80 - 30 = 50$ apple juice boxes. There are 5 packages of apple juice so each package has $50 \div 5 = 10$ boxes per package.</p>
2	Student response includes 2 of the above elements.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

***This item does not follow the normal rule that there must be 50% or more points for modeling.**

#19 Rubric*	
Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct time Jessica finished her homework, 3:44. • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct amount of time Jessica spent doing chores, 41 minutes. • Modeling component = 1 point <ul style="list-style-type: none"> ○ The student provides correct work or explanation for both answers. <p>Sample Student Response:</p> <p>Jessica got home at 3:20. It took her 24 minutes to do her homework, so she was done at 3:44. $3:20 + 24 = 3:44$</p>

	It then took her 23 minutes to clean her room, 8 minutes to feed the animals and 10 minutes to set the table. So, it took her 41 minutes to do her 3 chores. $23 + 8 + 10 = 41$
2	Student response includes 2 of the above elements.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

***This item does not follow the normal rule that there must be 50% or more points for modeling.**

#22 Rubric Part A

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct time that Casey began cleaning her room, 8:30 a.m. • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student provides a valid explanation using the number line. <p>Sample Student Response:</p> <p>Casey began cleaning her room at 8:30 a.m. I know that each segment on the number line is 15 minutes because $15 + 15 + 15 + 15 = 60$ so then 45 minutes can be counted as 3 groups of 15 because $15 + 15 + 15 = 45$ and because Casey started cleaning her room 45 minutes before the call started I counted 3 groups to the left of, or before 9:15 a.m. on the number line which put me at 8:30 a.m.</p> <p>Notes:</p> <ul style="list-style-type: none"> • If a computation mistake is made, credit cannot be given for the computation component, but 1 point can be given for a valid explanation.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

#22 Rubric Part B

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct time that Casey went to the library, 9:45 a.m.

	<ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student provides a valid explanation using the number line. <p>Sample Student Response:</p> <p>Casey went to the library at 9:45 a.m. I know that each segment on the number line is 15 minutes because $15 + 15 + 15 + 15 = 60$. Since the call started at 9:15, and she left 30 minutes after the call started, I counted 2 groups of 15 to the right of or after 9:15 a.m. to arrive at 9:45 a.m.</p> <p>Notes:</p> <ul style="list-style-type: none"> • If a computation mistake is made, credit cannot be given for computation component, but 1 point can be given for a valid explanation.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

#27 Rubric Part A

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student explains that Nicole did not use place value correctly. • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides the correct number of animals that were counted, 92. <p>Sample Student Response:</p> <p>Nicole changed the value of the 7 tens to 7 hundreds instead of adding the 2 tens in 22 to the 7 tens. The total number of animals counted was 92.</p> <p>Notes:</p> <ul style="list-style-type: none"> • A variety of explanations are possible. As long as the explanation shows a clear understanding of the error made, credit should be given. • If a computation mistake is made, credit cannot be given for the computation component, but 1 point can be given for a valid explanation.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

#27 Rubric Part B

Score	Description
2	Student response includes each of the following 2 elements.

	<ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student explains that Nicole did not use place value correctly. • Computation component = 1 point <ul style="list-style-type: none"> ○ The student correctly provides how many more squirrels than foxes were counted in the park, 19. <p>Sample Student Response:</p> <p>Nicole subtracted the smaller 2 ones from the larger 3 ones, but the 2 was part of the larger number 32 and the 3 was part of the smaller number 13. She needed to break 1 ten into 10 ones so she could subtract 3 ones from 12 ones. There were 19 more squirrels than foxes counted in the park.</p> <p>Notes:</p> <ul style="list-style-type: none"> • A variety of explanations are possible. As long as the explanation shows a clear understanding of the error made, credit should be given. • If a computation mistake is made, credit cannot be given for computation component, but 1 point can be given for a valid explanation.
1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

#30 Rubric

Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student explains Damian’s mistake about numerators. • Computation component = 1 point <ul style="list-style-type: none"> ○ The student provides a correct comparison. • Reasoning component = 1 point <ul style="list-style-type: none"> ○ The student provides an explanation why the comparison is correct. <p>Sample Student Response:</p> <p>Damian’s reasoning is incorrect because numerators by themselves cannot be compared.</p> $\frac{2}{3} > \frac{2}{6} \text{ or } \frac{2}{6} < \frac{2}{3}$ <p>Since thirds are bigger than sixths, if you have 2 of each, then $\frac{2}{3}$ would be greater than $\frac{2}{6}$.</p>
2	Student response includes 2 of the above elements.

1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.