3MA SLM-T

New York State Testing Program

2017 Common Core

Mathematics Test

Grade 3

Scoring Leader Materials

Training Set

2-Point Holistic Rubric

2 Point	A two-point response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This response • indicates that the student has completed the task correctly, using mathematically sound procedures • contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures • may contain inconsequential errors that do not detract from the correct solution and the demonstration of a thorough understanding
1 Point	A one-point response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task. This response • correctly addresses only some elements of the task • may contain an incorrect solution but applies a mathematically appropriate process • may contain the correct solution but required work is incomplete
0 Point*	A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

3-Point Holistic Rubric

Score Points:

3 Point	A three-point response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task. This response • indicates that the student has completed the task correctly, using mathematically sound procedures • contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures • may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding
2 Point	A two-point response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task. This response • appropriately addresses most, but not all aspects of the task using mathematically sound procedures • may contain an incorrect solution but provides sound procedures, reasoning, and/or explanations • may reflect some minor misunderstanding of the underlying mathematical concepts and/or procedures
1 Point	A one-point response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task. This response • may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete • exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of mathematical procedures, or faulty mathematical reasoning • reflects a lack of essential understanding of the underlying mathematical concepts • may contain the correct solution(s) but required work is limited
0 Point*	A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

2017 2- and 3-Point Mathematics Scoring Policies

Below are the policies to be followed while scoring the mathematics tests for all grades:

1. If a student shows the work in other than a designated "Show your work" or "Explain" area, that work should still be scored.

2. If the question requires students to show their work, and the student shows appropriate work and clearly identifies a correct answer but fails to write that answer in the answer blank, the student should still receive full credit.

3. If students are directed to show work, a correct answer with **no** work shown receives **no** credit.

4. If students are **not** directed to show work, any work shown will **not** be scored. This applies to items that do **not** ask for any work and items that ask for work for one part and do **not** ask for work in another part.

5. If the student provides one legible response (and one response only), the rater should score the response, even if it has been crossed out.

6. If the student has written more than one response but has crossed some out, the rater should score only the response that has **not** been crossed out.

7. Trial-and-error responses are **not** subject to Scoring Policy #6 above, since crossing out is part of the trial-and-error process.

8. If a response shows repeated occurrences of the same conceptual error within a question, the conceptual error should **not** be considered more than once in gauging the demonstrated level of understanding.

9. In questions requiring number sentences, the number sentences must be written horizontally.

10. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question but that work results in a score of zero.

45 Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer _____

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

EXEMPLARY RESPONSE

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer ¼ or any other fraction less than ⅓

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

Since ¼ has a greater value in the denominator but the same numerator as ⅓

the whole is divided into a greater number of parts, so each part is smaller.

Or other valid response

GUIDE PAPER 1 Additional

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{6}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

First I drew a congruent rectangle. Then I compared $\frac{1}{6}$ and $\frac{1}{3}$ and saw $\frac{1}{3}$ is greater than $\frac{1}{6}$. Finally I know that $\frac{1}{6}$ is less than $\frac{1}{3}$.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen and the explanation is correct.

GUIDE PAPER 2

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{4}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

If the numerators are the same, look at the denomanator. The smaller the denomanator the bigger the Fraction.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen as an answer. The response correctly compares denominators of fractions to explain the answer.

GUIDE PAPER 3

45

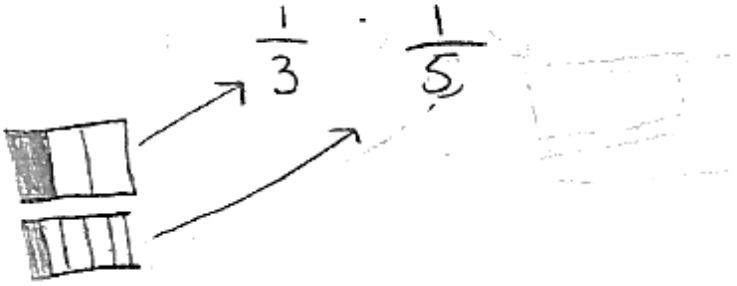
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{5}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

I chose $\frac{1}{5}$ as my fraction because when I drew $\frac{1}{3}$ and $\frac{1}{5}$. I saw that $\frac{1}{3}$ had a piece bigger than all the 5 squares were small.



Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen, and a correct comparison of fractions in terms of parts of the whole is provided.

GUIDE PAPER 4

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{4}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

$\frac{1}{4}$ is smaller than $\frac{1}{3}$

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the explanation is incomplete: no explanation of why ¼ is less than ⅓ is provided. The response addresses only some elements of the task correctly.

GUIDE PAPER 5

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{6}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

$\frac{1}{6}$ is bigger than $\frac{1}{3}$ because the bigger the numerator the smaller the size.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the explanation is incorrect. The response addresses only some elements of the task correctly.

GUIDE PAPER 6

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{8}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

First, I drew a congruent rectangle. Then, I split the rectangle into half. Finally, I shade the right amount into the rectangle and saw $\frac{1}{2}$ is greater than $\frac{1}{3}$.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the required work is incomplete: no explanation of why $\frac{1}{8}$ is less than $\frac{1}{3}$ is provided. The response addresses only some elements of the task correctly.

GUIDE PAPER 7

45

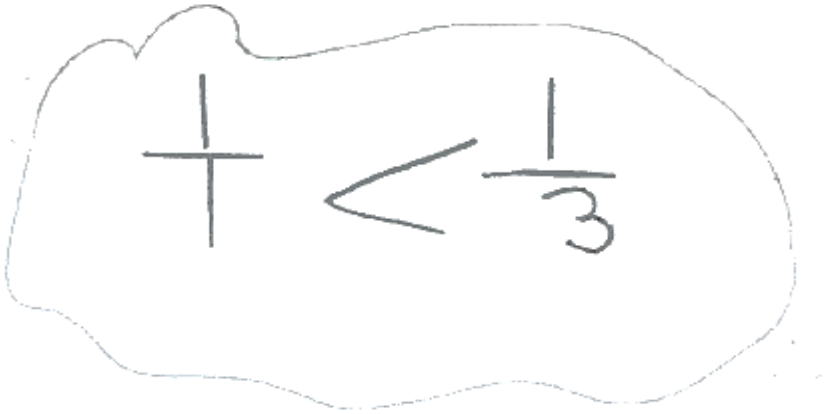
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{1}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

$\frac{1}{1}$ is less than $\frac{1}{3}$ because 3 is greater than 1.



Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. A fraction greater than $\frac{1}{3}$ is incorrectly chosen as an answer and an incorrect explanation is provided.

GUIDE PAPER 8 Additional

45

Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{2}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

$\frac{1}{2}$ is less than $\frac{1}{3}$ because 3 is greater than 2.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

Answer _____ grams

EXEMPLARY RESPONSE

46 Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

$40 \times 3 = 120$

or

$40 + 40 + 40 = 120$

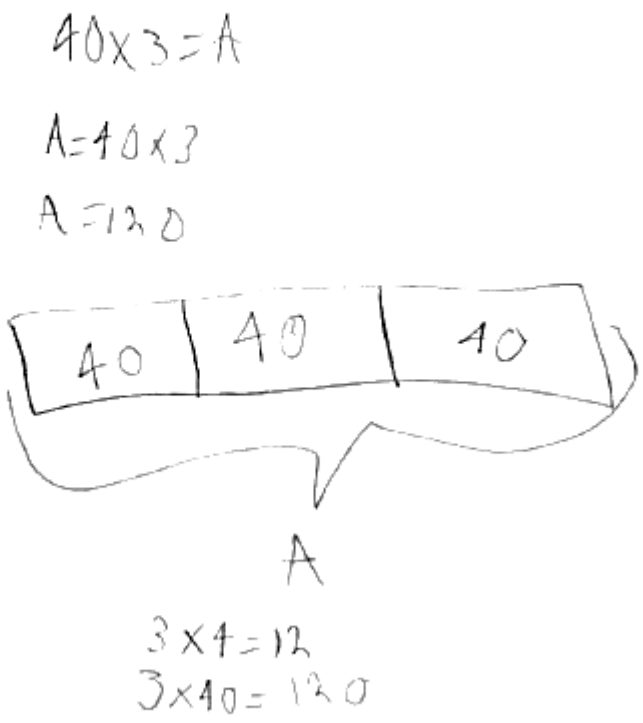
Or other valid process

Answer 120 grams

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.



Answer 120 grams

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The total mass of the bag of marbles is correctly determined using a mathematically sound procedure.

GUIDE PAPER 2

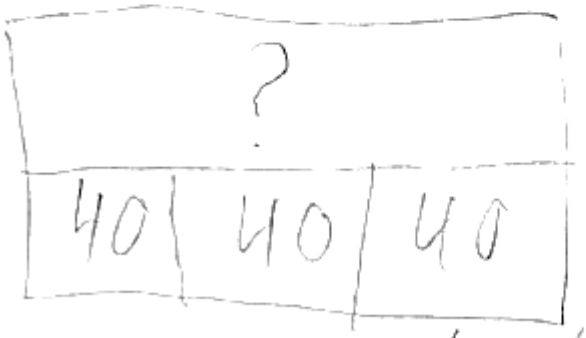
46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

40 x 3 = ?

? = 120



the total mass is 120 grams

Answer 120 grams

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is followed to determine the total mass of the bag of marbles.

GUIDE PAPER 3

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

40
+40
40

120

Answer 120 grams

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure of repeated addition is applied to determine the correct solution.

GUIDE PAPER 4

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

$40 \times 3 = 70$

The total mass of marbles in each bag is 70.

Answer 70 grams

Score Point 1 (out of 2 points)

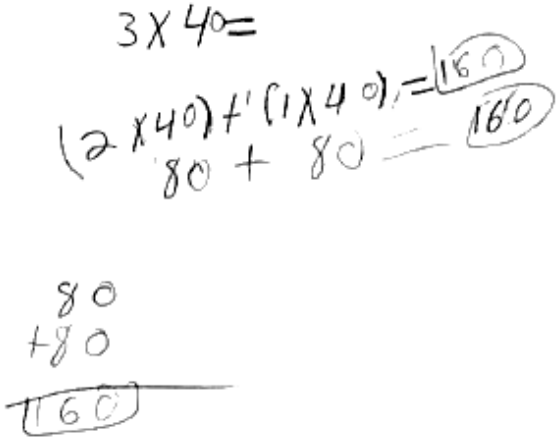
This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct process is followed, the solution is incorrect. The response correctly addresses only some elements of the task.

GUIDE PAPER 5

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.



Answer 160 grams

Score Point 1 (out of 2 points)

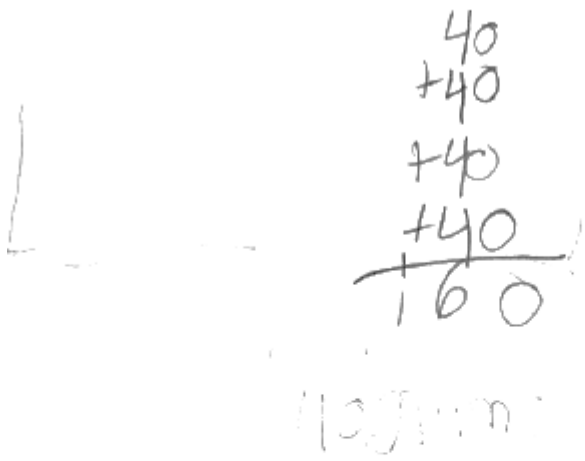
This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the work contains a correct multiplication procedure, a calculation error (1×40) results in an incorrect answer. The response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 6

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.



Answer 160 grams

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. A procedure of repeated addition is followed to determine the solution; however, the extra addition of another 40 marbles results in an incorrect total mass of the bag of marbles. The response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 7

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

40 marbles in a bag 3 grams

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 40

Answer 14 grams

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work shows counting by three's and suggests no understanding.

46

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

40	40	40
40	80	140

140
+ 40
180

180
+ 3
183

180
- 183
197

the total of Patti is 97 Grams because each Marble have 40 in each grams

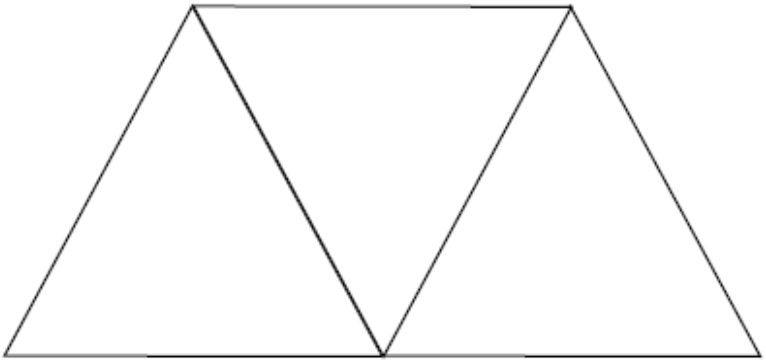
Answer 97 grams

Score Point 0 (out of 2 points)

Although the response has three groups of 40, holistically, this is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. Extra additions and subtraction show no understanding of the process.

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer _____

Explain how you know your answer is correct.

_____

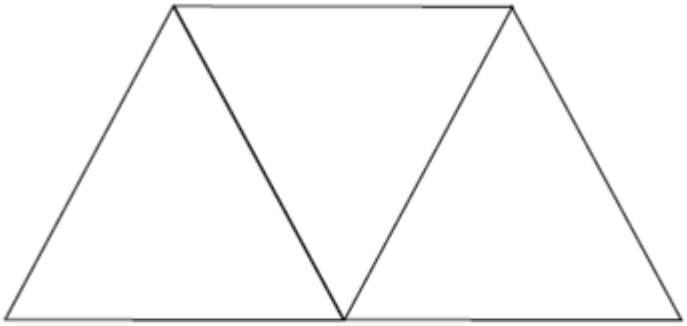
_____

_____

EXEMPLARY RESPONSE

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer $\frac{1}{3}$

Explain how you know your answer is correct.

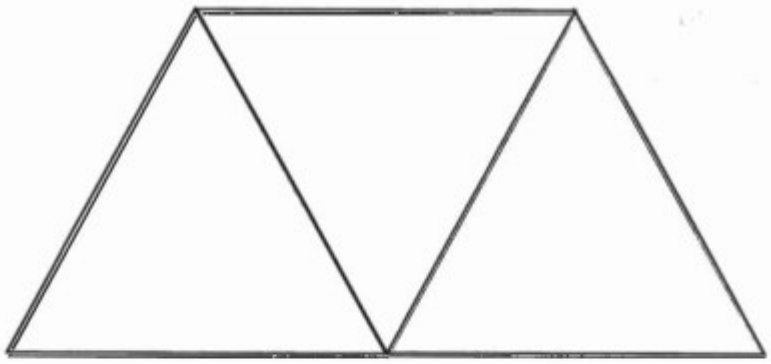
The whole shape is divided into three triangles of the same size,

so one of them is $\frac{1}{3}$.

Or other valid response.

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer $\frac{1}{3}$

Explain how you know your answer is correct.

I know my answer is correct because this trapezoid is cut into thirds and I think that each of them are ~~one~~ one third.

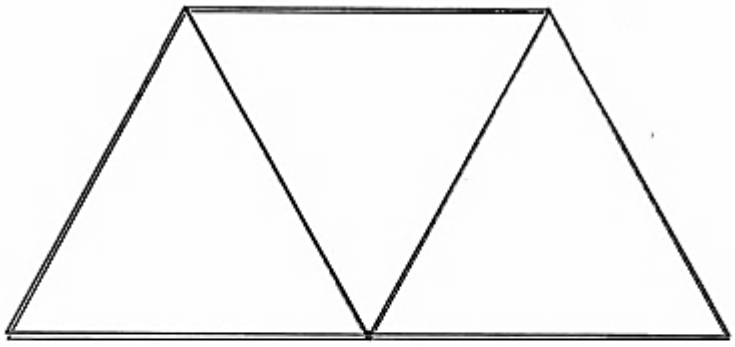
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The fraction is identified correctly and a correct explanation is provided.

GUIDE PAPER 2

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer 1/3

Explain how you know your answer is correct.

I know my answer is correct because

1/3 + 1/3 + 1/3 = 3/3 and 3/3 is a whole.

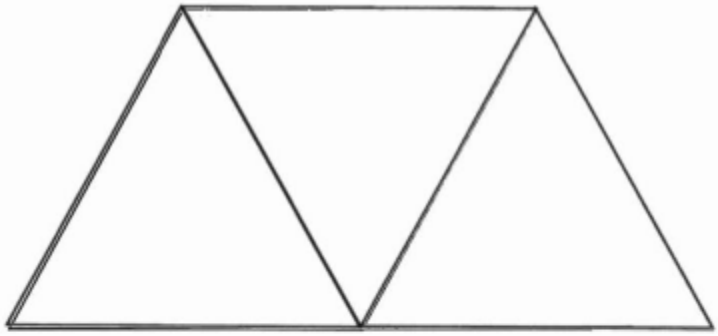
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct answer and explanation are provided.

GUIDE PAPER 3

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer $\frac{1}{3}$

Explain how you know your answer is correct.

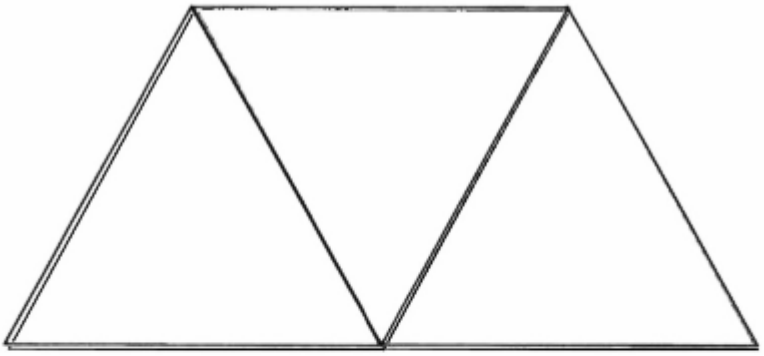
There are three parts and one part is $\frac{1}{3}$.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The fraction is identified correctly and a correct explanation is provided.

GUIDE PAPER 4

47 Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer 3

Explain how you know your answer is correct.

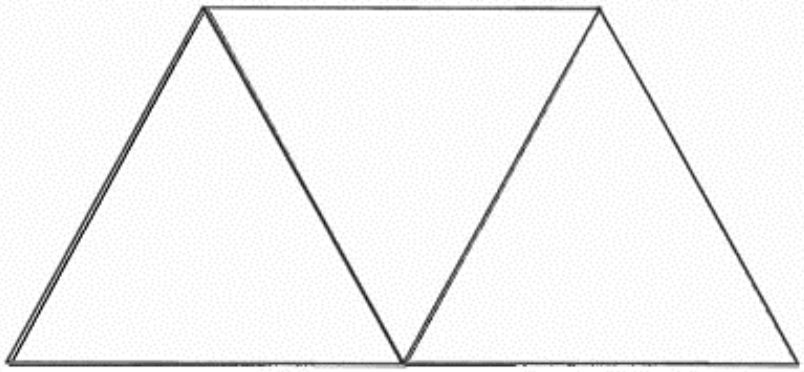
One triangle is $\frac{1}{3}$. So three is $\frac{3}{3}$.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the response contains a correct explanation, the answer is incorrect. The response addresses only some elements of the task correctly.

GUIDE PAPER 5

47 Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer $\frac{3}{3}$

Explain how you know your answer is correct.

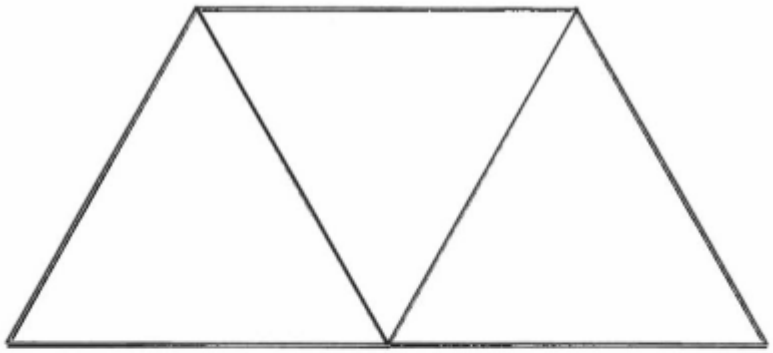
I know because there are 3 triangels and they where putt to gether and $\frac{3}{3}$ is = to 1 hole.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The work correctly identifies thirds; however, the answer is incorrect. The response addresses only some elements of the task correctly.

GUIDE PAPER 6

47 Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer $\frac{1}{3}$

Explain how you know your answer is correct.

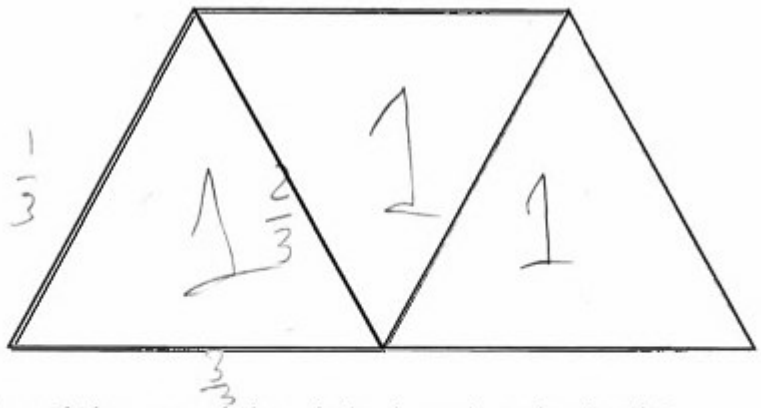
I know it is correct because / tringl has 3 sides So it is $\frac{1}{3}$.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the fraction is identified correctly, the explanation is faulty. The response addresses only some elements of the task correctly.

GUIDE PAPER 7

47 Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer 1

Explain how you know your answer is correct.

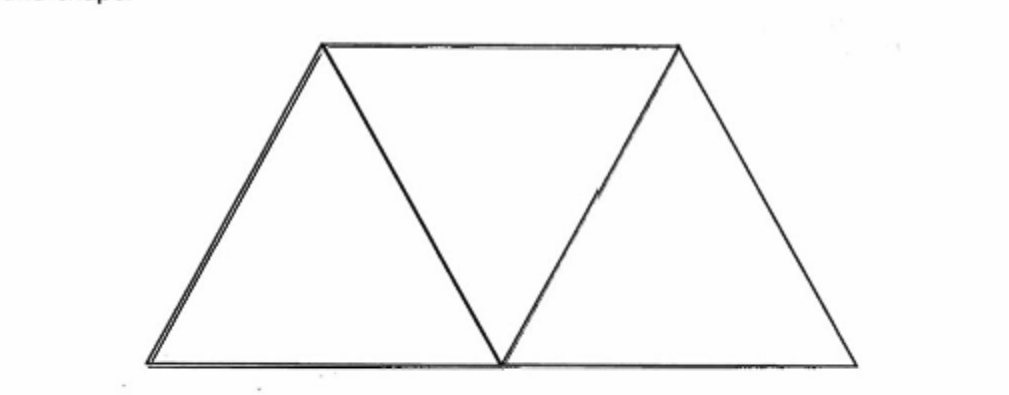
I know if corred because 1 triangle is one whole

Score Point 0 (out of 2 points)

Although the work contains correct fractions ⅓, ⅔, ⅗, holistically the response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.

47

Ved drew the shape below by combining exactly three triangles of the same size and shape.



What fraction of the area of the whole shape is each triangle?

Answer 2/3

Explain how you know your answer is correct.

My answer is correct because I counted 2 triangles that are the same

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.

48 Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

EXEMPLARY RESPONSE

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

Yes, the product of an even or odd number and an even number will always be an even number.

Or other valid response

48 Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

Leslie is correct because any number multiplied with a even number should equal a even product.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct pattern is established to support the answer.

GUIDE PAPER 2

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

Yes because evenxeven=even, evenxodd=even and oddxodd=odd.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct pattern is established to support the answer.

GUIDE PAPER 3

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

yes because 5 times 2,4,6,8,10,12,and 14 all produce an even number

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work contains multiple correct examples to support the answer. The response contains sufficient work to demonstrate a thorough understanding.

GUIDE PAPER 4

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

Yes Leslie is correct because I did this(5x4=20)when i did it I got a even number 20

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the statement is correct, only one example of multiplication by an even number is provided. The response does not contain sufficient work to establish a thorough understanding.

GUIDE PAPER 5

48 Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

Yes because 5*4=20 and 5* anything=5 or 10 and 10 is for even numbers but odd and even is odd and even and even is even.So, yes.

Score Point 1 (out of 2 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The work suggests understanding of multiplication patterns; however, the statement about the product of odd and even numbers is incorrect. The response addresses only some elements of the task correctly.

GUIDE PAPER 6

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

5*8=40 5*4=20

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Two correct examples of multiplication by an even number are provided; however, the response does not draw a conclusion. The response correctly addresses only some elements of the task.

GUIDE PAPER 7

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

no because 5x1=5 and that is not even that is why Leslis is wrong

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response misinterprets the question and multiplies 5 by an odd rather than an even number, and an incorrect conclusion is drawn.

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

Explain your answer.

she is correct because i did 5x4=20 and 2 is an even number but she is also in correct because 6 is an even number and 5x6=30 and 3 is not an even product.

Score Point 0 (out of 2 points)

Although the work contains correct examples of multiplication by an even number, the procedure of looking at the first digit of the number to determine if it is an even or odd number shows no understanding. Holistically, this response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

_____

_____

_____

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

Answer _____ balloons

EXEMPLARY RESPONSE

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy may have added 70 and 5 and got 75 when he should have multiplied 70 and 5.

Or other valid response

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

$5 \times 70 = 350$

Or other valid response

Answer 350 balloons

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy added instead of using multiplication.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

$$\begin{array}{r} 70 \\ \times\ 5 \\ \hline 350 \text{ balloons} \end{array}$$

Answer 350 balloons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and a correct procedure is applied to determine the total number of balloons.

GUIDE PAPER 2

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

The error Andy made was Andy did not multiple 5x70 he multiplied 5x15 which equals 75 which was his answer.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

70 70 70 70 70

5x70=350

Answer 350 **balloons**

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and a correct procedure is followed to determine the solution.

GUIDE PAPER 3

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

The error Andy made was each bag had seventy balloons, He did plus five instead of times five so he got the incorrect answer of balloons.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

$$\begin{array}{r} \times\ 5 \\ 70 \\ \hline 0 \\ 350 \\ \hline 350 \end{array}$$

Answer 350 **balloons**

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and the total number of balloons is correctly calculated.

GUIDE PAPER 4

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy is wrong because he said it was 75 when she brought in 70.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

$7 \times 5 = 35$

$70 \times 5 = 350$

Answer 350 balloons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct procedure is followed to determine the solution, the explanation is incorrect. The response addresses only some elements of the task correctly.

GUIDE PAPER 5

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy messed up by adding. He added instead of multiplying. I know this because 70+5=75, which is his answer.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

(2)
5
×75
145 balloons

Answer 145 balloons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation is correct; however, an incorrect number of balloons per bag is used to determine the solution and the solution has a calculation error. The response contains an incorrect solution but applies a mathematically appropriate process.

GUIDE PAPER 6

49

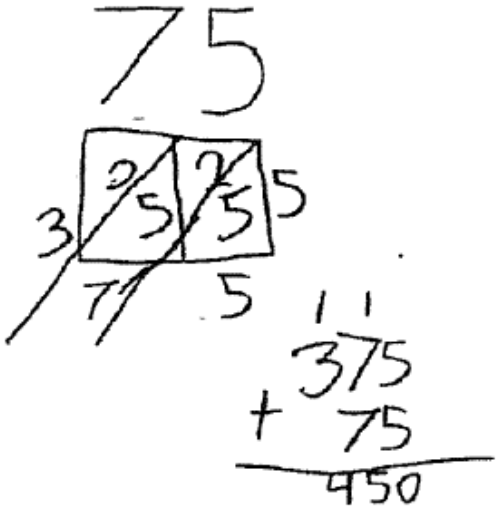
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

the error that andy did was she did 70+5 not 70X5!

What is the total number of balloons Mrs. Ruiz bought?

Show your work.



Answer 450 **balloons**

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The error is explained correctly; however, the work is incorrect: 75 balloons is multiplied by the number of bags, and then an extra addition operation is performed. The response addresses only some elements of the task correctly.

GUIDE PAPER 7

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

All you have to do is add 5, 70, and 75 and you will ge 150 as your answer

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

15
70
+ 75
150 balloons

Answer 150 **balloons**

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation and work are incorrect.

GUIDE PAPER 8 Additional

49

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

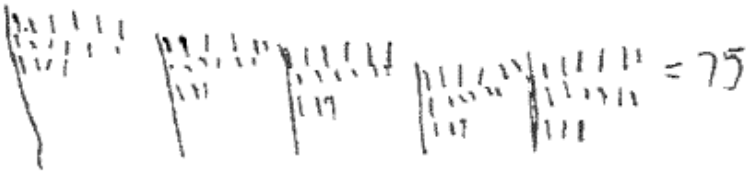
What error did Andy make when calculating the total number of balloons?

She bought 5 bags for a party. And each bag contained 70 balloons. So 75-5=15.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

75÷5=15



Answer 15 balloons

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation and work are incorrect.

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

EXEMPLARY RESPONSE

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

36 ÷ 6 = 6 band members in each row

Or other valid response

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because 7 is not a factor of 36.

Or other valid response

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

$36 \div 6 = 6$ $6 \times 6 = 36$

There are six in each row.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

NO! It can not go into 7 equal rows because you can't go over 36, so there will be a remainder.

$7\overline{)36}$ 5 r1

Score Point 3 (out of 3 points)

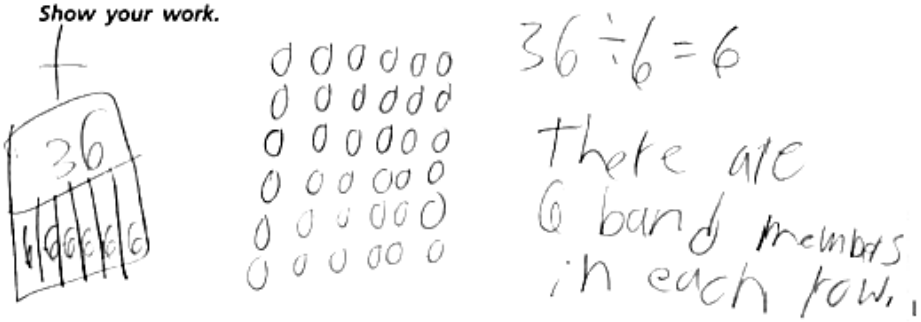
This response demonstrates a thorough understanding of the mathematical concepts in the task. The number of band members in each row is correctly calculated. The explanation is complete and correct.

GUIDE PAPER 2

50

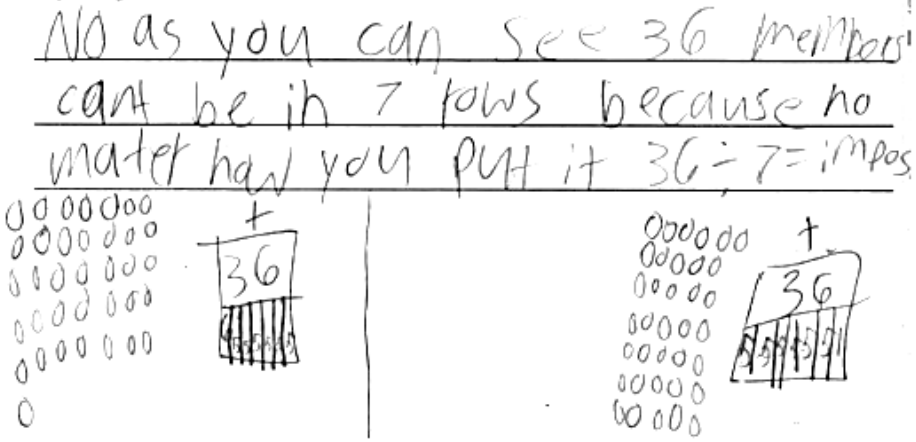
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.



Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.



Score Point 3 (out of 3 points)

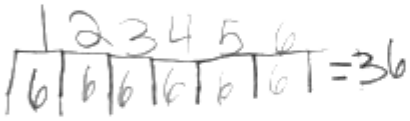
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is followed to determine the number of band members per row. Two tables are created to correctly show that it is not possible to place band members in 7 equal rows.

GUIDE PAPER 3

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.



Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because if you try to divied 7 equal, you don't get 36. 7, 14, 21, 28, 35, 42.

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct chart is drawn to identify the number of band members in each row. The explanation assumes the same number of people per row ($6 \times 7 = 42$) and is correct.

GUIDE PAPER 4

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

$36 \div 6 = 6$

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because you can only do it by 6's and 4's.

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The number of band members in each row is correctly calculated. The explanation only covers 4, 6, and 9 as factors of 36 and is not complete to establish a thorough understanding. The response appropriately addresses most, but not all aspects of the task.

GUIDE PAPER 5

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No they coh not because the rows will not be eqvil

Score Point 2 (out of 3 points)

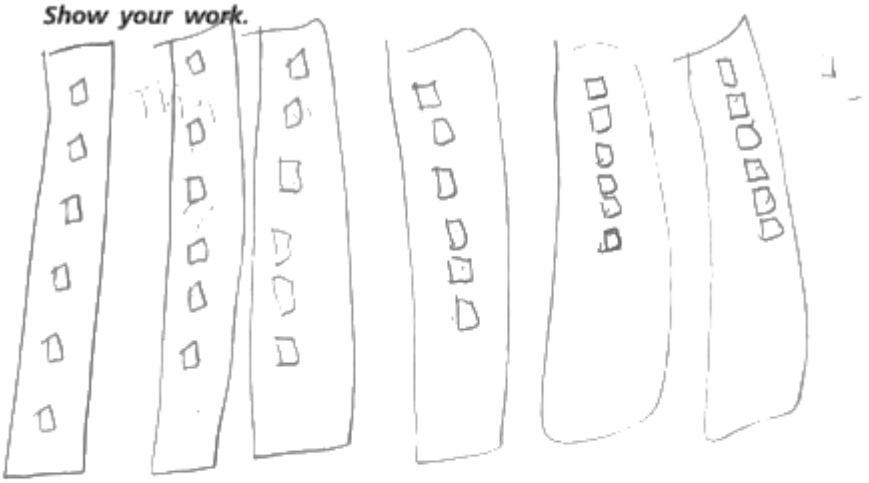
This response demonstrates a partial understanding of the mathematical concepts in the task. The number of band members in each row is correctly determined; however, the explanation is incomplete. The response addresses most but not all aspects of the task.

GUIDE PAPER 6

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.



Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

It could not be 7 because then the ROWS will have NEW People and there will not be 36 People.

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The chart correctly represents the number of band members in each row; however, the explanation is weak and reflects some misunderstanding. The response addresses most but not all aspects of the task.

GUIDE PAPER 7

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

Answer:
6 band members

36÷6=6

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because 36÷7=NOTHING!

Score Point 1 (out of 3 points)

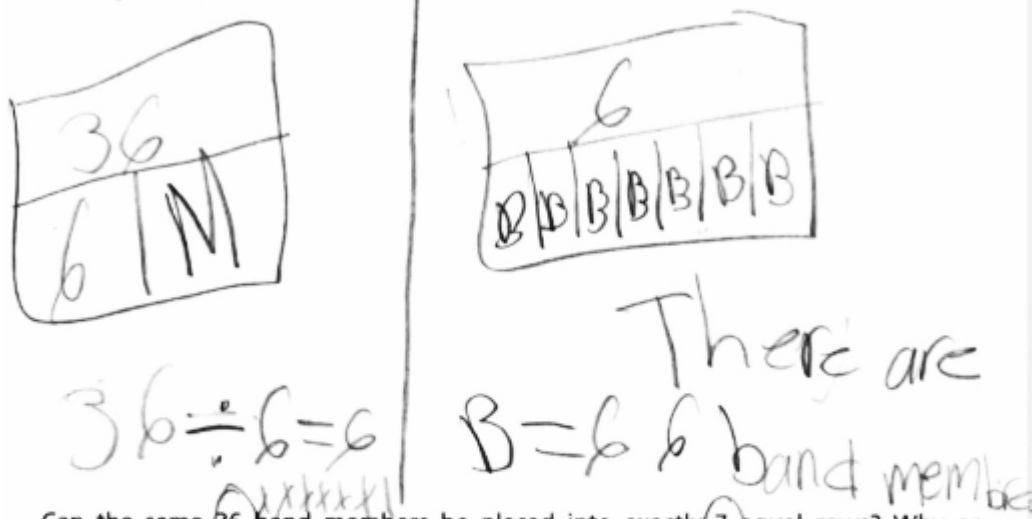
This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation is faulty. The response addresses some elements of the task correctly but reflects a lack of essential understanding of how to divide with a remainder.

GUIDE PAPER 8 Additional

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.



Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No.

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation to the second question is not provided. The response addresses some elements of the task correctly but required work is limited.

GUIDE PAPER 9

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

36÷6=6

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No it can not becas 6x6=36 and 36÷6=6.

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation is limited to repeating the previous work. The response addresses only some elements of the task correctly but the required work is limited.

GUIDE PAPER 10

50

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

$$\begin{array}{r} 36 \\ -\ 6 \\ \hline 30 \end{array}$$

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

Yes they can because 36+7=43 and that how they do it.

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work is incorrect and reflects no understanding.

50 A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

6 ÷ 36 = 6

6 members in each row.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

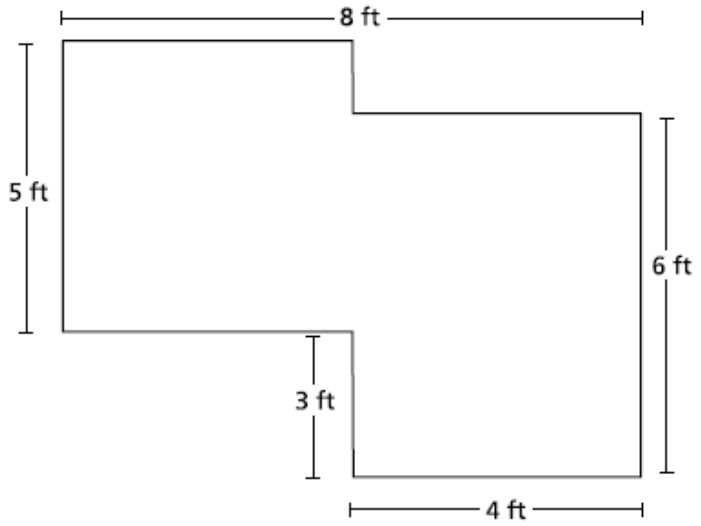
No because there would be no one to fill the 7 row.

Score Point 0 (out of 3 points)

Although a division operation is applied to determine the solution, the division is written in reverse order, and is incorrect. Holistically, the work is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

_____

_____

_____

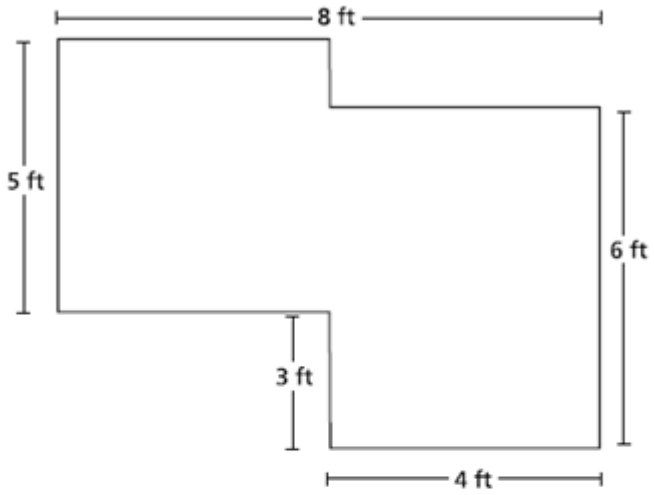
What is the total area of the new lawn?

Answer _____ square feet

EXEMPLARY RESPONSE

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

The gardener can divide the yard in two rectangles, find the area of each rectangle and add the two areas.

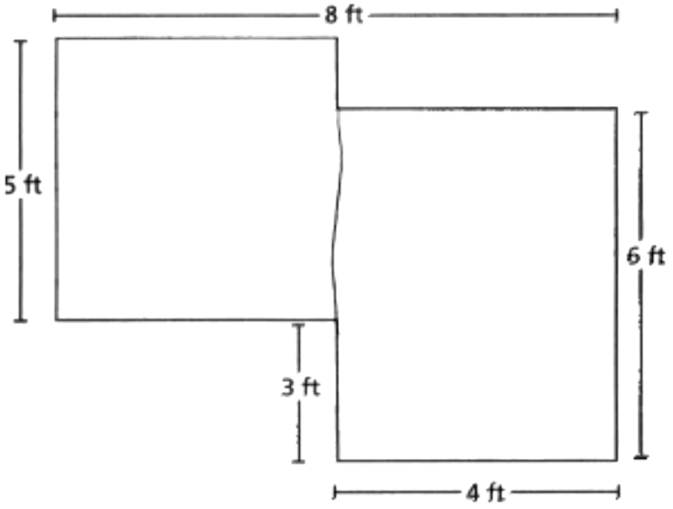
$(5 \times 4) + (6 \times 4) = 20 + 24 = 44$ Or other valid response

What is the total area of the new lawn?

Answer 44 square feet

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

She can find it by adding (5x4)+(6x4) = Answer 44?

What is the total area of the new lawn?

Answer 44 square feet

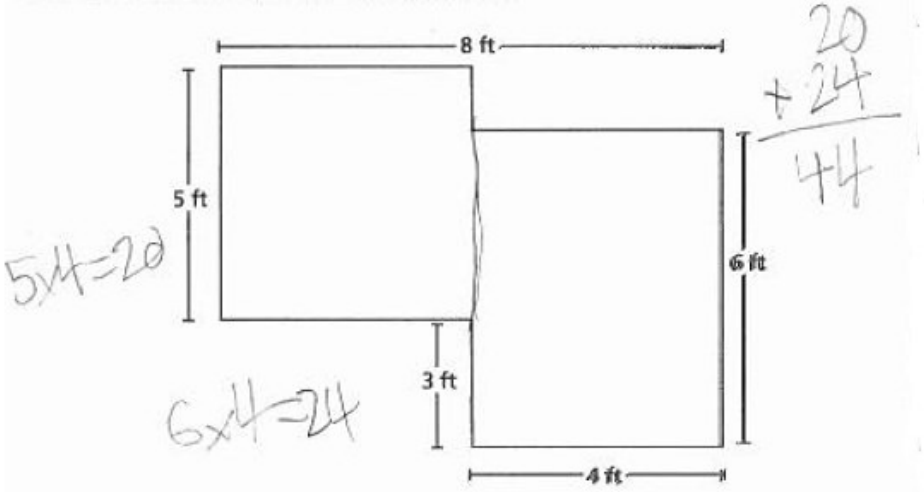
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The area of each part of the yard is correctly calculated and then two areas are added to determine the total area of the new lawn. The explanation of the process is complete and correct.

GUIDE PAPER 2

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

She can make the lawn into two pieces and multiply that to find the total then add the two pieces

What is the total area of the new lawn?

Answer 44 square feet

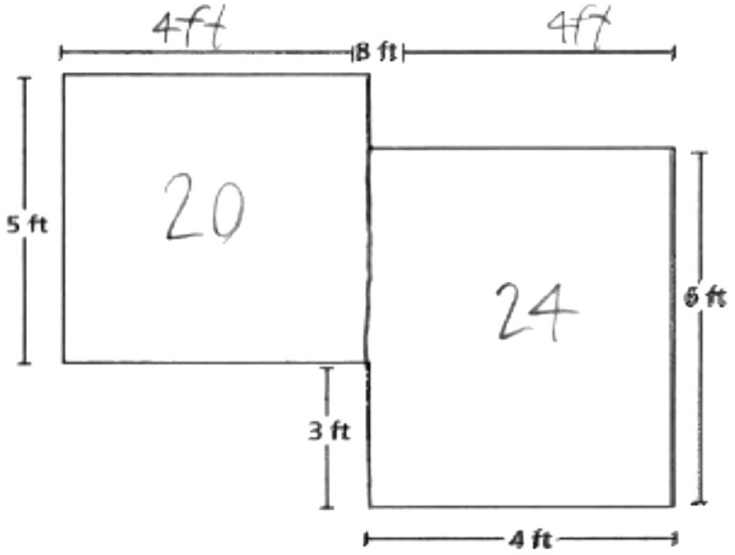
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct process of dividing the yard in two parts and calculating the area of each and then adding the two areas is described and all calculations are correct.

GUIDE PAPER 3

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

On the top it says 8 ft if you cut it in the middle it is 4ft on both sides take the left side and it makes 20 the right side makes 24, 24+20=44.

What is the total area of the new lawn?

Answer 44 square feet

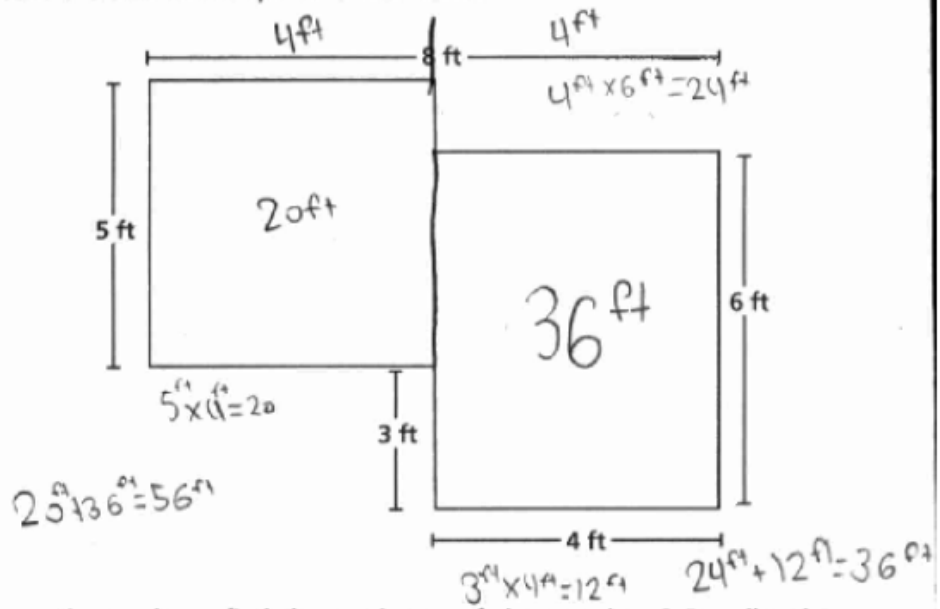
Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation of the process and all calculations are correct.

GUIDE PAPER 4

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

She can first split the shape in to a squar and a rectangle. Th
She can split the 8ft in to 4 and 4. Then She can do 5ft x 4ft = 20ft
She can do 4ft x 6ft = 24ft Then do 3ft x 4ft = 12ft Then do 12ft + 24ft = 36. Then do 20ft + 36ft = 5

What is the total area of the new lawn?

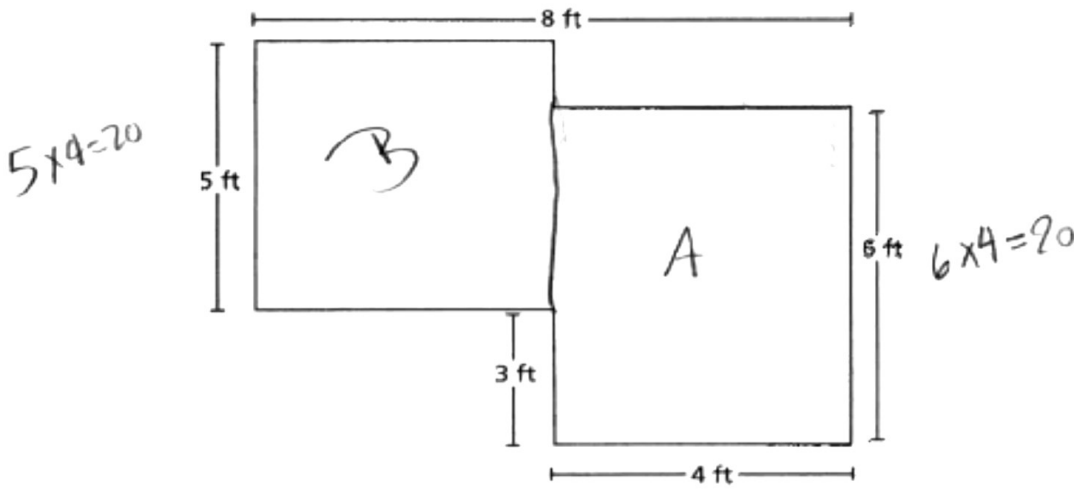
Answer 56 square feet

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is split in two parts and the area of one part is correctly calculated. The 3 × 4 area is inappropriately added twice when determining the area of the second part of the yard. The calculated areas are correctly added to determine the solution. The response appropriately addresses most but not all aspects of the task.

GUIDE PAPER 5

51 A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

The gardener can find it is by spliting it in to two pizes and then multply the two pizes last sdol.

What is the total area of the new lawn?

Answer 40 square feet

20
+20
10 Sq feet

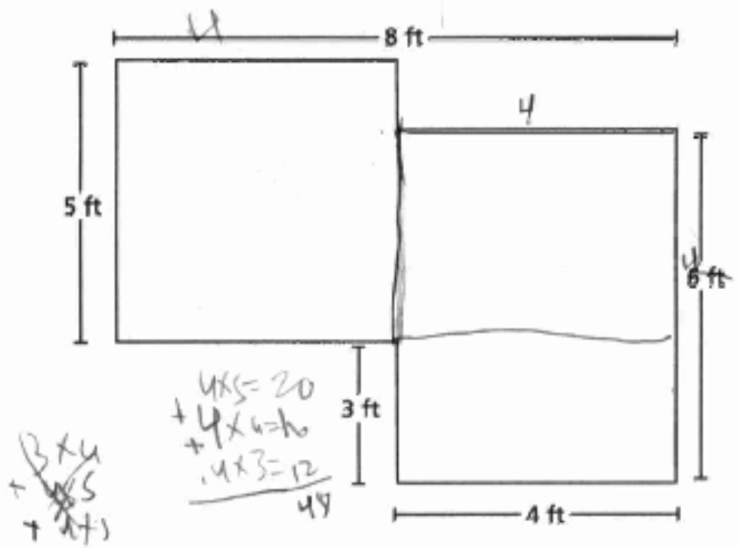
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is split in two parts and area B is calculated correctly; however, a calculation error when determining area A results in an incorrect answer for area A and final solution. The response reflects some minor misunderstanding of the underlying mathematical concepts and procedures.

GUIDE PAPER 6

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

he can split his garden up and find it.

What is the total area of the new lawn?

Answer 48 square feet

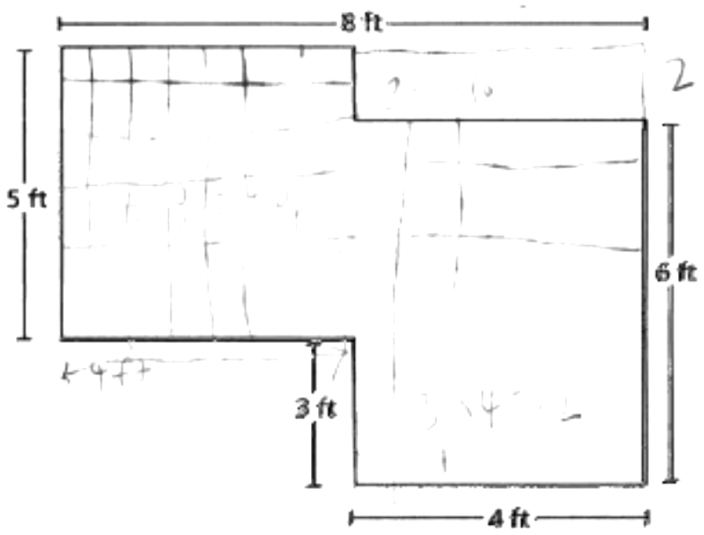
Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is divided in three parts, and areas of two parts are calculated correctly. The height of the middle rectangle is incorrectly determined as 4 rather than 3, resulting in an incorrect area and final solution. The response contains an incorrect solution but provides sound procedure and reflects some minor misunderstanding.

GUIDE PAPER 7

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

3×4=12 8×5=40 8×8=64 Then we add the number together. 64+40+12=94. 2×8=16 94-16=86

What is the total area of the new lawn?

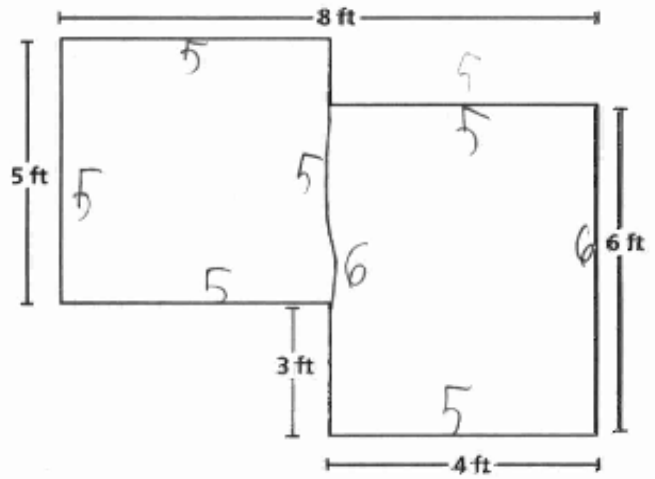
Answer 98 square feet

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. The area of four different rectangles is correctly calculated; however, additional work of adding and subtracting the areas exhibits multiple flaws and reflects a lack of essential understanding. The response addresses only some elements of the task correctly.

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

She can break it apart with a line as I showed. Then she can add 5X6+5X6 witch equals 30+30 which equals 60 so the area of that part is 60f

What is the total area of the new lawn? Multiply 4X5=20 and now add 20+60=80.

The total area is 80.sq.ft.

Answer 60 square feet

GO ON

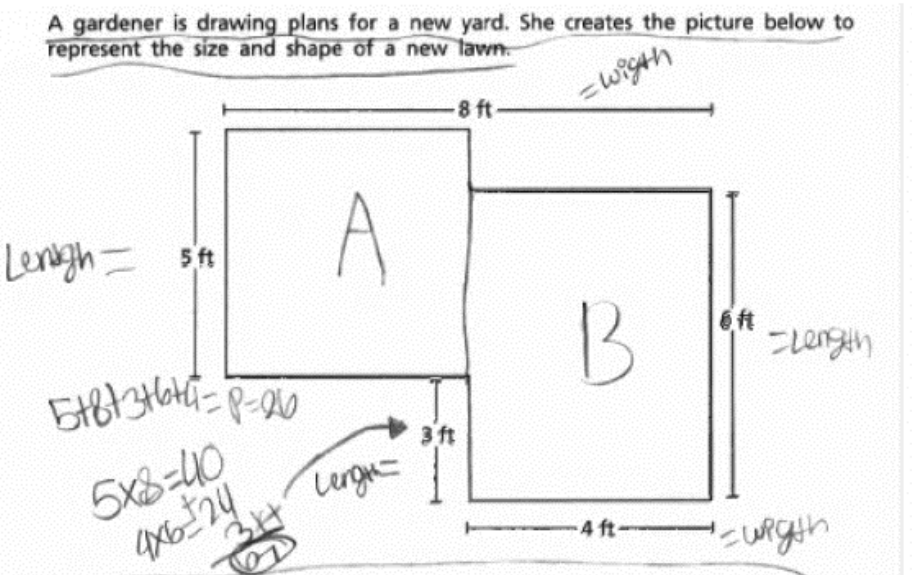
Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a process of dividing the yard in smaller parts, calculating the area of each and adding areas is described, the work exhibits multiple flaws when determining dimensions and area of rectangles and reflects a lack of essential understanding. The response addresses only some elements of the task correctly.

GUIDE PAPER 9

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

I can find the toatl area of the New lawn by putting Length x wigth the length was 5 of part A and the wigth was 8 = 5x8=40 then Shape B the length was 6 and the wigth was 4 and = 6x4=24 so I did 5x8=40 4x6=24

What is the total area of the new lawn?

Answer 67 square feet

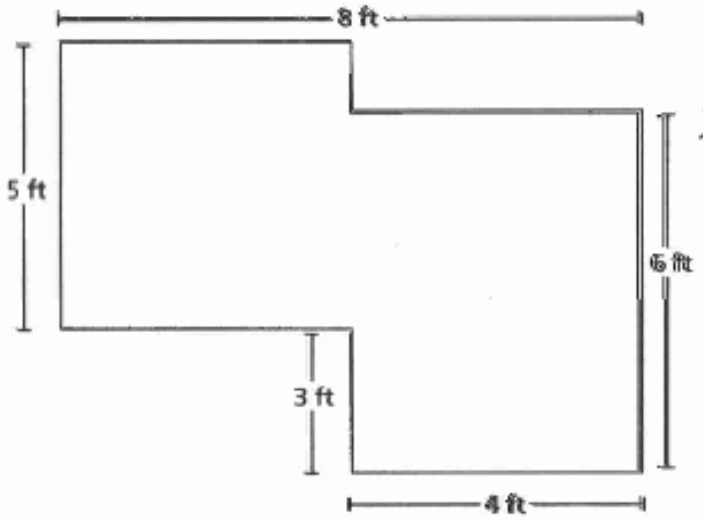
Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Area B is calculated correctly; however, the width of rectangle A is determined incorrectly resulting in an incorrect solution for area A. Additionally, the value 3 is incorrectly added to areas A and B when calculating the total area. The response addresses only some elements of the task correctly and reflects a lack of essential understanding.

GUIDE PAPER 10

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

72, because if you multiply 24 x 3 = 72.

What is the total area of the new lawn?

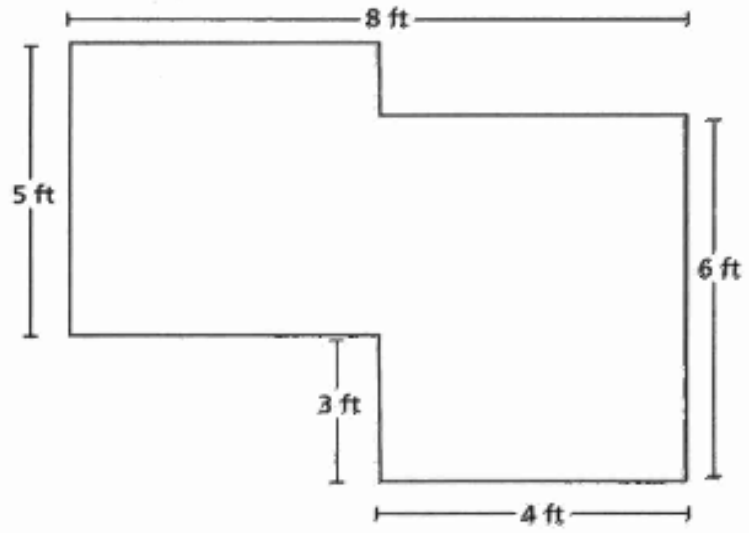
Answer 72 square feet

Score Point 0 (out of 3 points)

Although the work contains correct calculations of 6×4 area, the response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation is faulty and suggests no understanding.

51

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.



How can the gardener find the total area of the new lawn? Describe the process she can use.

She can use the ft for her and lawn.

What is the total area of the new lawn?

Answer 8 square feet

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation is faulty and suggests no understanding.

52 Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

Difference in cost $_____

EXEMPLARY RESPONSE

52

Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

Ms. Amani's cost of supplies = cost of pencils + cost of folders
cost of supplies = $(7 \times 3) + (9 \times 2) = 21 + 18 = 39$

Mr. Blake's cost of supplies = cost of crayons
cost of supplies = $9 \times 4 = 36$

Difference in cost = $39 - 36 = 3$

Or other valid process

Difference in cost $ 3

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Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

Mr blake's cost

$4 x 9 = 36

Ms Amani's cost

$3 x 7 = 21

$2 x 9 = 18

21 + 18 = 39

39
-36
3

Difference in cost $ 3

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room's supplies and the difference in cost are correctly calculated using mathematically sound procedures.

GUIDE PAPER 2

52 Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

7x3=21 9x2=18

mr.blake 9x4=3 39-36=3

21+18=39 ms.Amani

Difference in cost **$** 3

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room's supplies and the difference in cost are correctly calculated using mathematically sound procedures. The incorrect work shown ($9 \times 4 = 3$) in the initial work for Mr. Blake's classroom cost is considered an inconsequential error that does not detract from the correct solution and the demonstration of a thorough understanding.

GUIDE PAPER 3

52 **Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.**

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

ms .Amani3*7=21 9*2=18 21+18=39$
mr.blake 9*4=36$

Difference in cost **$** 3$

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room's supplies and the difference in cost are correctly calculated. The subtraction to calculate the difference in cost is performed mentally and is acceptable.

GUIDE PAPER 4

52

Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

Ms Amani

3+7+3+3+3+3+3+3+2+2+2 2 2 2 2 2 2 2=39

Mr Blake

4+4+4+4+4+4+4+4+4+4= 36

Difference in cost $Ms Amani pay 39 and Mr Blake pay 36

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct process of repeated addition is applied to calculate the cost of supplies for each classroom; however, the difference in cost is not addressed. The response addresses most, but not all aspects of the task using mathematically sound procedures.

GUIDE PAPER 5

52

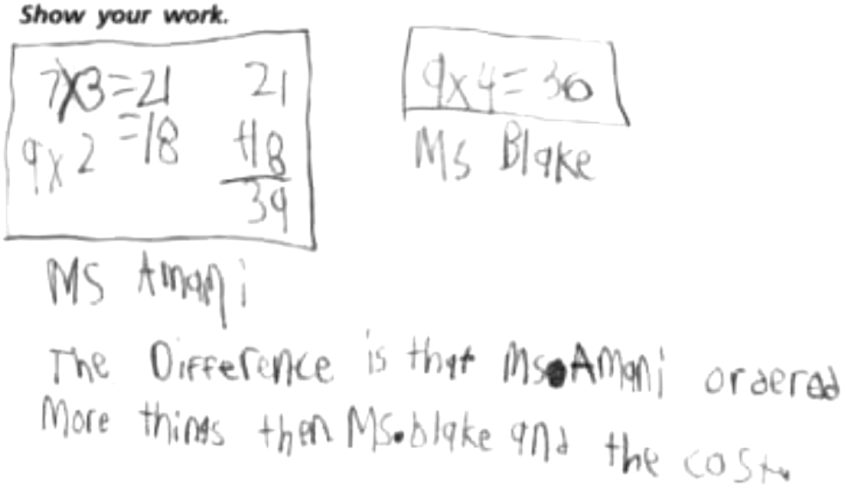
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.



Difference in cost $ 3436

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Although the cost of each room's supplies is correctly determined, the difference in cost is not calculated. The response addresses most, but not all aspects of the task.

GUIDE PAPER 6

52 **Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.**

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

6x3=18
9x2=18

$36

9x4=$36

Difference in cost **$** 0

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. Mr. Blake's classroom cost is correctly determined; however, an incorrect number of pencil cases is used to determine the cost of pencils, resulting in incorrect total cost for Ms. Amani's classroom. The difference in costs is then calculated correctly. The response contains an incorrect solution but provides sound procedures.

GUIDE PAPER 7

52

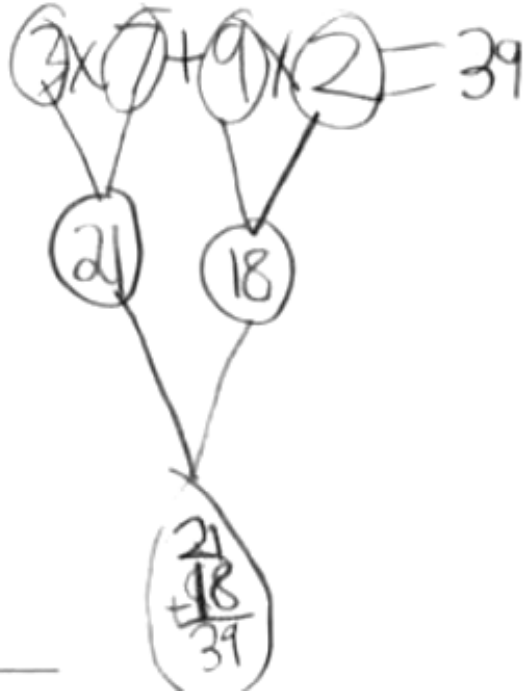
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.



Difference in cost $ 39

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although the cost of supplies Ms. Amani ordered is correctly calculated and supported with work, the cost of Mr. Blake's supplies and the difference in cost is not determined. The response addresses some elements of the task correctly but required work is limited.

52 Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

7X3=21 9X2=18 21-18=3

Difference in cost $ 3

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Only the costs of supplies Ms. Amani ordered is calculated and the difference in cost of these supplies is determined. The response addresses some elements of the task correctly but reflects a lack of essential understanding.

GUIDE PAPER 9

52

Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

$39-$36=$3

Difference in cost $3

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although the difference in cost is calculated correctly, no initial work is shown for how 36 and 39 are obtained. The response contains a correct solution but required work is limited.

GUIDE PAPER 10

52

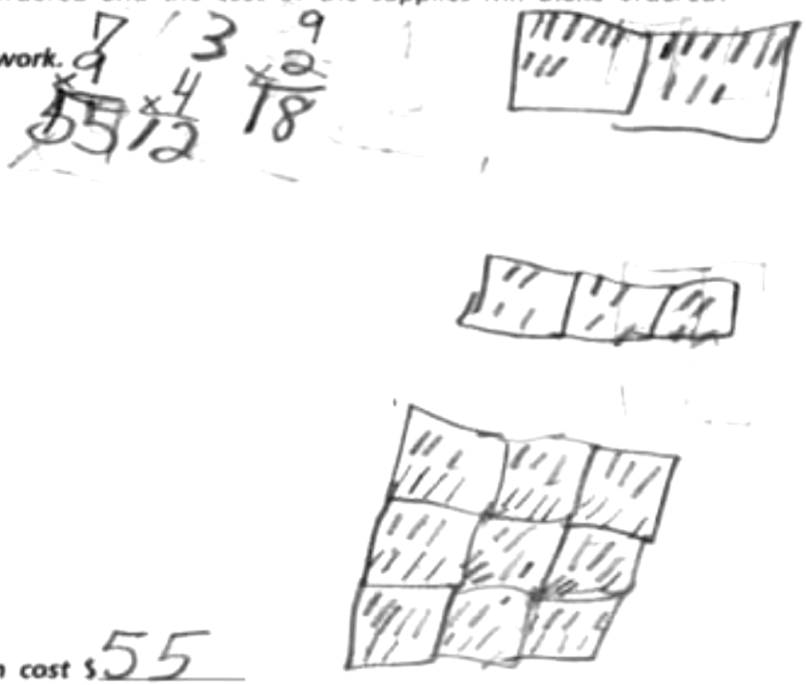
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.



Difference in cost $55

Score Point 0 (out of 3 points)

Although the cost of folders is correctly calculated, additional work to calculate cost of supplies suggests no understanding; cases are multiplied by packs and dollars are multiplied by dollars. Holistically, this response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.

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CLASSROOM SUPPLIES

Supply	Cost
Pencil Case	$3
Box of Crayons	$4
Pack of Folders	$2

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

3+3+3+3+3+3+3=18

Difference in cost $ 18

Score Point 0 (out of 3 points)

Although an attempt is made to determine the cost of pencil cases, the repeated addition is performed incorrectly, and no other work is provided. The response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.