Released Items Answer and Alignment Document

Mathematics – Grade 3

Spring 2019

Item Number	Entity ID	Answer Key	Evidence Statement Key
1.	VF491797	C	3.OA.1
2.	M00912P	B	3.NBT.2
3.	4003-M03007	Part A: See Rubric Part B: See Rubric Part C: See Rubric	3.D.2
4.	M01628	A	3.NF.1
5.	M300030	7	3.OA.3-1
6.	0190-M01039P	Part A: D Part B: See Rubric	3.C.4-1
7.	M01888	A, D, E	3.OA.7-2
8.	VH009554	C	3.NF.2
9.	M20668P	B	3.MD.7b-1
10.	M02243	72	3.OA.3-2
11.	VF649349	D	3.G.2
12.	M05158	See Rubric	3.D.1
13.	VH000938	Part A: C Part B: C	3.NF.A.Int.1
14.	M00917	C, D, E	3.G.1
15.	M00885P	B	3.MD.8
16.	M01036	See Rubric	3.C.4-7
17.	0533-M00524	Part A: 5 Part B: 3	3.MD.3-3
18.	M01391	B	3.OA.7-1
19.	M00361P	A	3.MD.4

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#3 4003-M03007 Rubric Part A	
Score	**Description**

2	Student response includes the following 2 elements.
	• **Computation component** = 1 point
	  ○ Correct conclusion for which game John scored more points, Game 1 or First Game
	• **Modeling component** = 1 point
	  ○ Valid explanation of the reasoning for the conclusion
	Sample Student Response:
	John scored more points in the First Game than in the Second Game. In the First Game, he scored 1 ten + 15 ones. Since there are more than 15 ones, I regrouped and added 1 ten and 5 ones. Then 2 tens is equal to 20 and 5 ones is equal to 5. And 2 tens + 5 ones equals 25.
	In the Second Game, he scored 2 tens + 1 one, which equals 21. Since 25 is greater than 21, John scored more points in the First Game.
	Or other valid response.

1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#3 4003-M03007 Rubric Part B	
Score	**Description**

2	Student response includes the following 2 elements.
	• **Computation component** = 1 point
	  ○ Correct difference in number of points scored, 48 points
	• **Modeling component** = 1 point
	  ○ Valid work shown
	Sample Student Response:
	I began by finding the number of points John scored in the third and

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	fourth games. 59 + 35 = 94 Then I found the number of points John scored in the first and second games. 25 + 21 = 46 Last, I found the difference. 94 – 46 = 48 John earned 48 more point in the third and fourth games than in the first and second games. Or other valid response
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#3 4003-M03007 Rubric Part C	
Score	**Description**
2	Student response includes the following 2 elements. • **Computation component** = 1 point ○ Correct value given for each digit • **Modeling component** = 1 point ○ Correct number of points John scored in fifth game correctly written in expanded form Sample Student Response: In the number 61, the value of the digit 1 is 1, and the value of the digit 6 is 60. So, the expanded form of the number 61 would be 6 tens + 1 one. Or other valid response.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

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#6 0190-M01039P Rubric Part B	
Score	**Description**

2	Student response includes the following 2 elements.
	• **Reasoning component** = 1 point
	  ○ Valid description of Sara's mistake
	• **Computation component** = 1 point
	  ○ Correct value for the expression, 24
	Sample Student Response:
	Sara multiplied both the 2 and the 3 by 4. She should only have multiplied by one or the other, and then taken that value times the third number. The correct value for the expression is 24.
	Or other valid explanation.

1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#12 M05158 Rubric	
Score	**Description**

3	Student response includes the following 3 elements.
	• **Computation component** = 1 point
	  ○ Correct number of stickers, 111
	• **Modeling component** = 1 point
	  ○ Valid explanation on how rows and columns can be used to model the total number of stickers on the two sheets
	• **Modeling component** = 1 point
	  ○ Valid equation that models the total number of stickers on the two sheets
	Sample Student Response:
	The teacher has a total of 111 stickers.
	An array of 8 rows and 6 columns and an array of 9 rows and 7 columns could be drawn to model the total number of stickers the teacher has.

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	The equation $(8 \times 6) + (9 \times 7) = 111$ shows the number of stickers on the first sheet, (8×6), plus the number of stickers on the second sheet, (9×7), is equal to the total number of 111 stickers. Or other valid response.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#16 M01036 Rubric	
Score	**Description**

4	Student response includes the following 4 elements.
	
	• **Reasoning component** = 1 point
	  ○ Valid explanation why Kyle's answer is correct
	• **Reasoning component** = 1 point
	  ○ Valid explanation why Kyle's reasoning is incorrect
	• **Computation component** = 1 point
	  ○ Example 1
	• **Computation component** = 1 point
	  ○ Example 2
	
	Sample Student Response:
	
	Kyle is correct that his number is larger than Tara's number, but his reasoning is incorrect. When comparing you start with the largest place value which would be the hundreds, not the tens. Tara's possible numbers are 205 and 502, which are both less than Kyle's number.
	
	Or other valid response.

3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

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