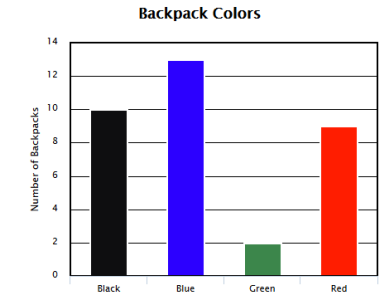
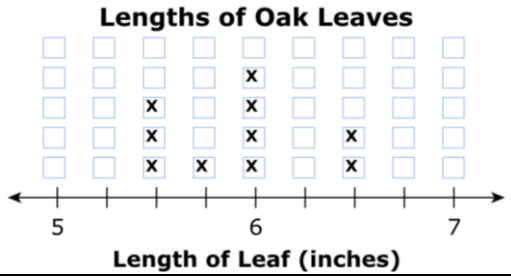
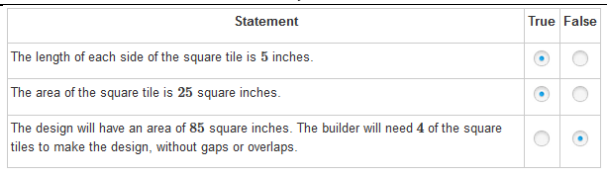
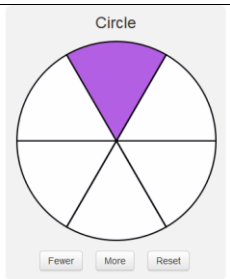
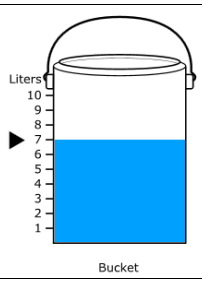
Grade 3 Mathematics Computer-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items. – The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item. In items where the scores are awarded for full and partial credit, if students make a computation error, they can still earn points for reasoning or modeling.

Session 1

Item Number	Item Type	Answer Key	Number of Points	Standard
1	SA		1	3.MD.B.03
2	SA		1	3.NF.A.02
3	SA		1	3.MD.B.04
4	SR	C, E	1	3.OA.B.05
5	SR		1	3.MD.C.05
6	SA		1	3.G.A.02

7	SA		1	3.MD.A.02
8	SR	B	1	3.OA.D.08

Session 2

Item Number	Item Type	Answer Key	Number of Points	Standard
1	SA	6	1	3.OA.C.07
2	SA	$A =$ 3 × 4 square feet OR $A =$ 4 × 3 square feet	1	3.MD.C.07
3	SA	$\frac{6}{6}$	1	3.NF.A.03
4	SA	**Shells Collected** Mary: 3 shells Tim: 4 shells Ethan: 2 shells Kristen: 1 shell **Key** Each shell represents 4 shells.	1	3.MD.B.03
5	SA	$\begin{array}{r} 945 \\ -\ 298 \\ \hline 647 \end{array}$	1	3.NBT.A.02
6	SA	4.5 inches or equivalent	1	3.MD.B.04
7	SR	D	1	3.G.A.01
8	CR	See Rubric	3	3.OA.B.06

Scoring Rubric for Grade 3 Practice Test Item

#8: Part A:

Score	Description
1	Reasoning component: The student correctly identifies the error in Cindy's error. For example: "Cindy thought addition was the opposite of division."
0	Student response is incorrect or irrelevant.

Part B:

Score	Description
2	Student response includes each of the following 2 elements. • Reasoning component: The student explains that multiplication is the opposite of division. For example: "To find the quotient of $27 \div 9$, I need to know what number when multiplied by 9 has a product of 27. • Computation component: $27 \div 9 = 3$ Notes: ○ The student does not need to use the term "unknown factor" in his or her explanation. ○ The equation does not have to be provided to receive credit as long as the student shows clear understanding of using an unknown factor problem to find the answer to a division problem. ○ The student may provide only the equation for the computation part. ○ The student may earn credit for another valid explanation, such as repeated addition or subtraction. ○ The computation may be embedded within the reasoning.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.