



***New York State
Testing Program***

2023

Mathematics Test

Grade 3

Scoring Leader Materials

Training Set

Note to Scorers

You may notice that some questions in these scoring materials appear with a bracketed credit value showing the respective number of credits. This is due to a style change that was recently field tested; therefore, not all items will have the bracketed credit value. An example of what the bracketed credit value looks like is provided below for your reference.

Example: Stem of the question. [2]

1-Credit Constructed-Response Rubric

1 Credit	A 1-credit response is a correct answer to the question which indicates a thorough understanding of mathematical concepts and/or procedures.
0 Credits*	A 0-credit response is incorrect, irrelevant, or incoherent.

* 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).

2-Credit Constructed-Response Holistic Rubric

2 Credits	<p>A 2-credit response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• 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 Credit	<p>A 1-credit response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none">• 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 Credits*	<p>A 0-credit 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.</p>

* 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-Credit Constructed-Response Holistic Rubric

3 Credits	<p>A 3-credit response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> • 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 Credits	<p>A 2-credit response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> • 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 Credit	<p>A 1-credit response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task.</p> <p>This response</p> <ul style="list-style-type: none"> • 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 Credits*	<p>A 0-credit 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.</p>

* 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).

2023 1-Credit Constructed-Response Mathematics Scoring Policies

1. The student is **not** required to show work for 1-credit constructed-response question, therefore, any work shown will **not** be scored. A clearly identified correct response should still receive full credit.
2. If the student clearly identifies a correct answer but fails to write that answer in the answer space, the student should still receive full credit.
3. If the student provides one legible response (and one response only), the rater should score the response, even if it has been crossed out.
4. 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.
5. If the student provides more than one response but does not indicate which response is to be considered the correct response and none have been crossed out, the student shall not receive credit.
6. If the student does not provide the answer in the form as directed in the question, the student will not receive credit.
7. In questions requiring number sentences, the number sentences must be written horizontally.
8. When measuring angles with a protractor, there is a ± 5 degrees deviation allowed of the true measure.
9. 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.

2023 2- and 3-Credit Constructed-Response Mathematics Scoring Policies

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 space, the student should still receive full credit.
3. If students are directed to show work or provide an explanation, a correct answer with **no** work shown or **no** explanation provided, receives **no** credit.
4. If students are **not** directed to show work, any work shown will **not** be scored. This applies to questions that do **not** ask for any work and questions 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. If the student provides more than one response, but does not indicate which response is to be considered the correct response and none have been crossed out, the student shall not receive full credit.
8. Trial-and-error responses are **not** subject to Scoring Policy #6 above, since crossing out is part of the trial-and-error process.
9. 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.
10. In questions requiring number sentences, the number sentences must be written horizontally.
11. When measuring angles with a protractor, there is a +/- 5 degrees deviation allowed of the true measure.
12. 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.

How many groups of 9 are in 72?

Answer _____

EXEMPLARY RESPONSE

31

How many groups of 9 are in 72?

Answer 8 or equivalent answer

GUIDE PAPER 1

31

How many groups of 9 are in 72 ? [1]

$$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array} \quad \begin{array}{r} 72 \\ \div 9 \\ \hline 8 \end{array}$$

Answer 8

Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 2

31

How many groups of 9 are in 72?

9 18 27 36
45 54 63 72
1 2 3 4
5 6 7 8
(8)

Answer

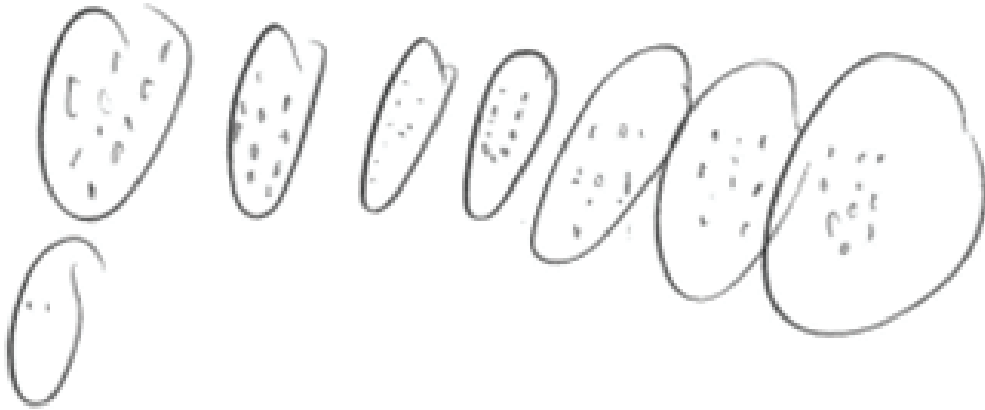
Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 3

31

How many groups of 9 are in 72 ? [1]



Answer 72

Score Point 0 (out of 1 credit)

An incorrect answer is provided.

A circle is cut into 8 equal-sized parts. What fraction of the circle is each part?

Answer _____ of the circle

EXEMPLARY RESPONSE

32

A circle is cut into 8 equal-sized parts. What fraction of the circle is each part?

Answer $\frac{1}{8}$ *or one eighth or equivalent answer* _____ of the circle

GUIDE PAPER 1

32

A circle is cut into 8 equal-sized parts. What fraction of the circle is each part? [1]

Answer $\frac{1}{8}$ of the circle

Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 2

32

A circle is cut into 8 equal-sized parts. What fraction of the circle is each part?

Answer of the circle

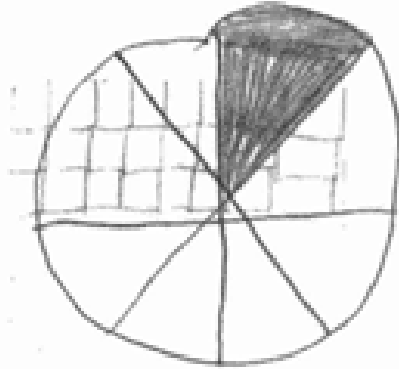
Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 3

32

A circle is cut into 8 equal-sized parts. What fraction of the circle is each part? [1]



Answer 7 of the circle

Score Point 0 (out of 1 credit)

An incorrect answer is provided.

A square has side lengths of 3 feet. What is the area, in square feet, of the square?

Answer _____ square feet

EXEMPLARY RESPONSE

33

A square has side lengths of 3 feet. What is the area, in square feet, of the square?

Answer 9 or equivalent answer square feet

GUIDE PAPER 1

33

A square has side lengths of 3 feet. What is the area, in square feet, of the square? [1]

Answer 9 square feet

Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 2

33

A square has side lengths of 3 feet. What is the area, in square feet, of the square?

Answer square feet

Score Point 1 (out of 1 credit)

A correct answer is provided.

GUIDE PAPER 3

33

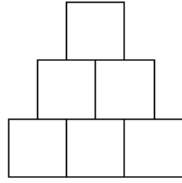
A square has side lengths of 3 feet. What is the area, in square feet, of the square?

Answer square feet

Score Point 0 (out of 1 credit)

An incorrect answer is provided.

The figure shown below is made up of equal parts.



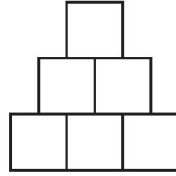
What fraction of the entire figure is each part?

Explain how you know your answer is correct.

EXEMPLARY RESPONSE

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

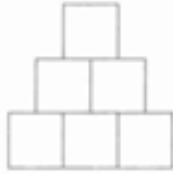
Each part of the figure is $\frac{1}{6}$ because there are 6 equal parts.

or

Each part of the figure is $\frac{1}{6}$ because the entire figure is $\frac{6}{6}$.

or other valid explanation

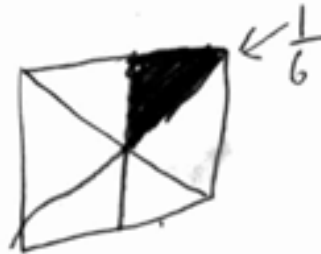
The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

$\frac{1}{6}$ because there are 6 equal parts and if you want to have 1 piece that's called one-sixth $\frac{1}{6}$.



1 Part of a whole

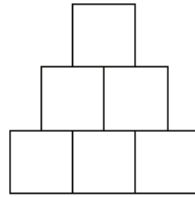
Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly describes the number of equal parts in the figure and the correct fraction is provided. The explanation is complete and correct.

GUIDE PAPER 2

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

$\frac{1}{6}$ because there are 3 cubes on the bottom and 2 on the top. Also there is 1 on the very top so $3+2+1=6$ and since we're doing fractions one piece is $\frac{1}{6}$



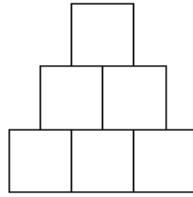
Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly describes the number of parts in the figure using addition and the correct fraction is provided. The explanation is complete and correct.

GUIDE PAPER 3

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

$\frac{1}{6}$, because the shape is split into 6 equal parts

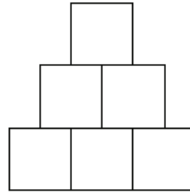
Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly describes the number of equal parts in the figure and the correct fraction is provided. The explanation is sufficient to show a thorough understanding.

GUIDE PAPER 4

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

Each figure is 1/6 I know my answer is correct because I counted each square.

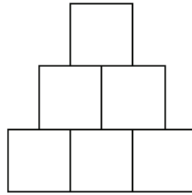
Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The correct fraction is provided; however, the explanation does not describe the number of parts in the figure. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

$$1/6 + 1/6 + 1/6 + 1/6 + 1/6 + 1/6 = 6/6 = 1 \text{ whole.}$$

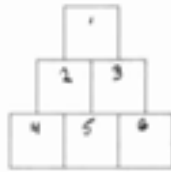
Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation correctly describes the number of equal parts in the figure using an addition equation; however, the answer is not clearly identified. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

Each one is either 1, 2, 3, 4, 5 or 6 and if it
is one of those answers the denominator
is 6 because I counted all the squares.

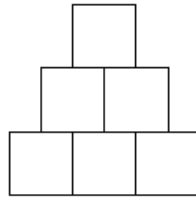
Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation correctly describes the number of equal parts in the figure; however, the answer is not a fraction. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

34

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

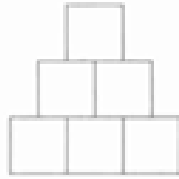
Explain how you know your answer is correct.

$\frac{6}{0}$ I found my anser form the six cuds .

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An incorrect answer is provided, and the explanation does not describe how 6 cubes relates to the figure. Holistically, this response shows no overall understanding.

The figure shown below is made up of equal parts.



What fraction of the entire figure is each part?

Explain how you know your answer is correct.

3 because all of them together
is 6 and $3+3=6$ and
that's how I go my answer.

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An incorrect answer is obtained from an incorrect procedure. Holistically, this response shows no overall understanding.

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

EXEMPLARY RESPONSE

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

The 10th number in the pattern is an even number and the first 10 numbers in the pattern are 6, 10, 14, 18, 22, 26, 30, 34, 38, and 42.

or

The 10th number in the pattern is an even number and the pattern rule is to add 4.

or other valid explanation

The beginning of a number pattern is shown below.

6, 10, 14, 18, 22, 26, 30, 34, 38, 42

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer. [2]

Explain how you know your answer is correct.

The 10th number in the pattern is even because 42 is even all the other numbers are even because it is counting by 4s and 4 is even.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly identifies the 10th number in the pattern as an even number and correctly describes the pattern rule using sound procedures. Per Scoring Policy #1 for 2- and 3-credit responses, the work shown in other than a designated “Explain” area should still be scored. The explanation is complete and correct.

GUIDE PAPER 2

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, ...

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer. [2]

Explain how you know your answer is correct.

I know the 10th number it is going to be even because it starts with an even number counts by 4's and 4 is even.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly identifies the 10th number in the pattern as an even number and correctly describes the pattern rule. The explanation is complete and correct.

GUIDE PAPER 3

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

6,10,14,18,22,26,30,34,38,42

even

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation correctly identifies the 10th number in the pattern as an even number and correctly describes the pattern rule by stating the first 10 numbers. The explanation is sufficient to show a thorough understanding.

GUIDE PAPER 4

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

6	10	14	18	22	26	30	34
			38		42		
the answer is 42.							

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the explanation correctly describes the pattern rule by stating the first 10 numbers, whether the 10th number in the pattern is even or odd is not addressed. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, ...

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer. [2]

Explain how you know your answer is correct.

Scence 6 is an even number and
we added an even number, so the 10th is an
even number.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation correctly identifies the 10th number in the pattern as an even number; however, the description of the pattern rule is insufficient. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

35

The beginning of a number pattern is shown below.

6 8 10 12 ...

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer. [2]

Explain how you know your answer is correct.

The 10th number is 41 because
I saw in the first 4 numbers it
was going up by 4s. So, the 10th
number is 41.

6th, 10th, 14th, 18th, 22th, 26th, 30th, 34th, 37th, 41th

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. An error occurs when describing the pattern rule because $34 + 4 \neq 37$. The explanation does not address whether the 10th number in the pattern is even or odd. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

6,10,14,18,22,26,32,38,44,50. The 10th number is odd.

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation incorrectly identifies the 10th number in the pattern and incorrectly describes the pattern rule. Holistically, this response shows no overall understanding.

35

The beginning of a number pattern is shown below.

6, 10, 14, 18, . . .

The pattern continues. Is the 10th number in the pattern an even number or an odd number? Be sure to include the rule used for the pattern in your answer.

Explain how you know your answer is correct.

18 x 6 = 42

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation identifies an incorrect answer using an incorrect procedure. Holistically, this response shows no overall understanding.

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

Answer _____ p.m.

EXEMPLARY RESPONSE

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

$$5:20 + :45 = 6:05 \text{ pm}$$

$$6:05 + :30 = 6:35 \text{ pm}$$

or

$$5:20 + :40 = 6:00 \text{ pm}$$

$$6:00 + :05 + :30 = 6:35 \text{ pm}$$

or

$$45 + 30 = 75 = 1:15$$

$$5:20 + 1:15 = 6:35 \text{ pm}$$

or other valid process

Answer 6:35 p.m.

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game? [2]

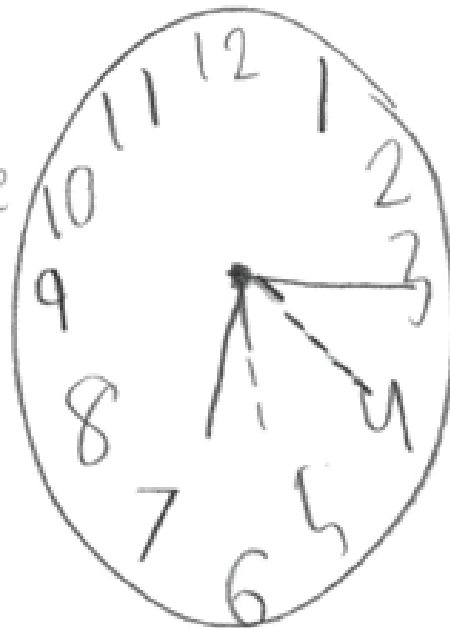
Show your work.

$$\begin{array}{r} 30 \text{ min} \\ + 45 \text{ min} \\ \hline 75 \text{ min} \end{array}$$

or
1 hour 15 min

$$\begin{array}{r} 1:15 \text{ min} \\ + 5:20 \text{ pm} \\ \hline 6:35 \end{array}$$

----- = start time
———— = end time



Answer 6:35 p.m.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The total time spent reading and playing a video game is correctly calculated and correctly added to the start time. The response is complete and correct.

GUIDE PAPER 2

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

$$5:20 + 45 = 6:05 \quad 6:05 + 30 = 6:35$$

Answer p.m.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The total time spent reading and playing a video game is correctly calculated and correctly added to the start time. This response is complete and correct.

GUIDE PAPER 3

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game? [2]

Show your work.



Answer _____ 6:35 p.m.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct process is used to determine the time John stops playing a video game. Although the time spent reading is not shown in the work, this response contains sufficient work to show a thorough understanding.

GUIDE PAPER 4

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

$$\begin{array}{r} 20 \\ +45 \\ \hline 65 \end{array} \quad \begin{array}{r} 5:05 \\ +30 \\ \hline 5:35 \end{array}$$

Answer 6:30 p.m.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The total time spent reading and playing a video game is correctly calculated and correctly added to the start time; however, an incorrect time is provided as an answer. This response contains an incorrect solution but applies an appropriate process.

GUIDE PAPER 5

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.



Answer p.m.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. A correct process is used to determine the time John stops reading a book and that time is inappropriately provided as an answer. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game? [2]

Show your work.

5:20 5 6:00 5
5:25 10 6:05 10
5:30 15 6:10 15
5:35 20 6:15 20
5:40 25 6:20 25
5:45 30 6:25 30 mins
5:50 35
5:55 40
6:00 45 mins

Answer 6:25 p.m.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The time spent reading a book and playing a video game is determined by skip counting; however, the counting begins at 5 instead of 0 and an incorrect time is provided as an answer. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

$$\begin{array}{r} 45 \\ - 30 \\ \hline 25 \end{array}$$

Answer p.m.

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. An incorrect process is used to obtain an incorrect answer. Holistically, this response shows no overall understanding.

36

John starts reading a book at 5:20 p.m. He reads for 45 minutes and then plays a video game for 30 minutes. At what time does John stop playing the video game?

Show your work.

John stops playing at 6:35p.m.

Answer 6:35 p.m.

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. Although a correct answer is provided, it is unclear how the answer is obtained. Holistically, this response shows no overall understanding.

Four digits are listed below.

2 8 5 3

Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.

EXEMPLARY RESPONSE

37

Four digits are listed below.

2 8 5 3

Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.

2,385 has 2 in the thousands place, 3 in the hundreds place, 8 in the tens place, and 5 in the ones place.

or other valid explanation

Four digits are listed below.



Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote. [2]

Explain how you know your answer is correct.

8352 is my number the 8's place is
the thousands. The 3's place is the hundreds
The 5's place is the tens place. The 2's
place is the ones place.

Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A four-digit number with the digit 3 in the hundreds place is correctly identified and the place value for each digit is correctly explained. The explanation is complete and correct.

GUIDE PAPER 2

37

Four digits are listed below.



Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.



Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A four-digit number with the digit 3 in the hundreds place is correctly identified and the place value for each digit is correctly explained using a place value chart. This explanation is sufficient to show a thorough understanding.

GUIDE PAPER 3

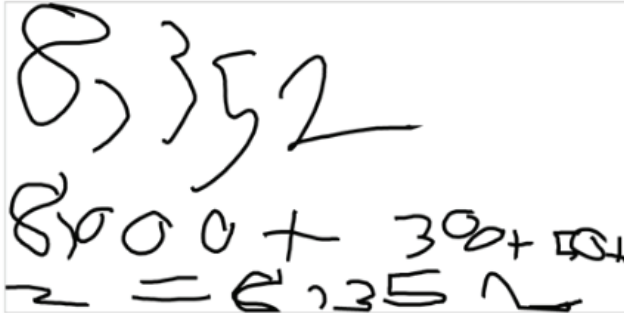
37

Four digits are listed below.

2 8 5 3

Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.



8,352
8000 + 300 + 50 + 2 = 8,352

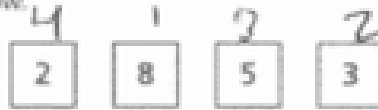
Score Point 2 (out of 2 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A four-digit number with the digit 3 in the hundreds place is correctly identified and the place value for each digit is correctly explained by writing the number in expanded form. This explanation is sufficient to show a thorough understanding.

GUIDE PAPER 4

37

Four digits are listed below.



Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote. [2]

Explain how you know your answer is correct.

8,352 8 thousand
3 hundred 52 ones.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. A four-digit number with the digit 3 in the hundreds place is correctly identified and the place values for two digits are correctly explained; however, the place values for the tens place and ones place are incorrect. This response correctly addresses only some elements of the task.

GUIDE PAPER 5

37

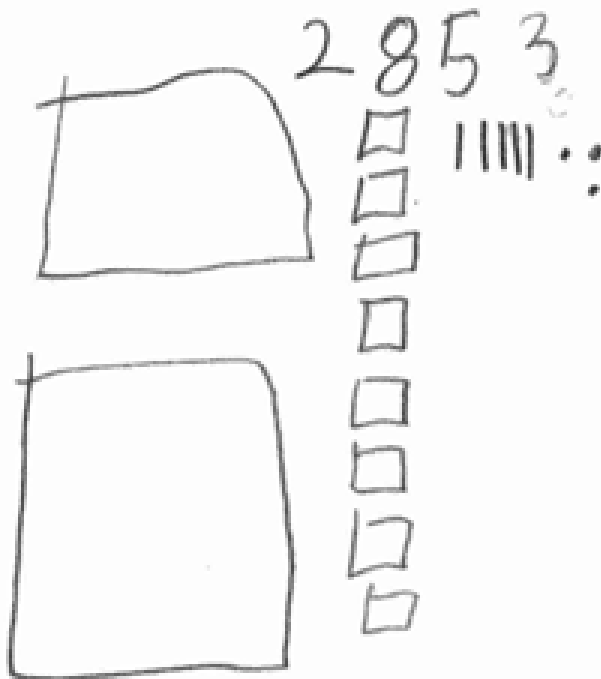
Four digits are listed below.



Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote. [2]

Explain how you know your answer is correct.

2 is the two in and 8 is the hundreds 5 is the ten and 3 is the ones



Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The place value for each digit in a four-digit number is correctly explained; however, the four-digit number does not have the digit 3 in the hundreds place. This response correctly addresses only some elements of the task.

GUIDE PAPER 6

37

Four digits are listed below.

2 8 5 3

Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.

8352
thasins hadrids tns oue. The thasins is the biggit and oue are the sallit.

Score Point 1 (out of 2 credits)

This response demonstrates only a partial understanding of the mathematical concepts in the task. A four-digit number with the digit 3 in the hundreds place is correctly identified. The explanation of place values is insufficient because the place values are not identified with the digits. This response correctly addresses only some elements of the task.

GUIDE PAPER 7

37

Four digits are listed below.

2 8 5 3

Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote.

Explain how you know your answer is correct.

3582

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. Although a four-digit number is identified, the digit 3 is not in the hundreds place and the place values are not addressed. Holistically, this response shows no overall understanding.

Four digits are listed below.



Use each digit shown to write a four-digit number with the digit 3 in the hundreds place. Then use what you know about place value to identify the place value of each digit in the number you wrote. [2]

Explain how you know your answer is correct.

I put a 2 8 to goer and I
put a 5 3 to goer = 81

Score Point 0 (out of 2 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation is irrelevant. Holistically, this response shows no overall understanding.

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

EXEMPLARY RESPONSE

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

George is correct because $\frac{3}{6} > \frac{2}{6}$.

If two fractions have the same denominator, the fraction with the larger numerator is the bigger fraction.

or

George is correct because $\frac{2}{6} < \frac{3}{6}$.

I know 3 parts out of 6 is one more part than 2 parts out of 6.

or other valid explanation

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

$\frac{2}{6} < \frac{3}{6}$ George ate more because since they have the same denominator you look at the numerator and Georges is bigger so he ate more.

Score Point 3 (out of 3 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct claim is chosen, and a correct comparison statement is provided and supported by comparing the numerators and denominators of the fractions. This explanation is complete and correct.

GUIDE PAPER 2

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer. [3]

Explain your answer.

George ate more because the denominator are the same so the numerator is bigger George ate more $\frac{2}{6} < \frac{3}{6}$ that how I know that $\frac{2}{6}$ George ate more.

Score Point 3 (out of 3 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct claim is chosen, and a correct comparison statement is provided and supported by comparing the numerators and denominators of the fractions. This explanation is complete and correct.

GUIDE PAPER 3

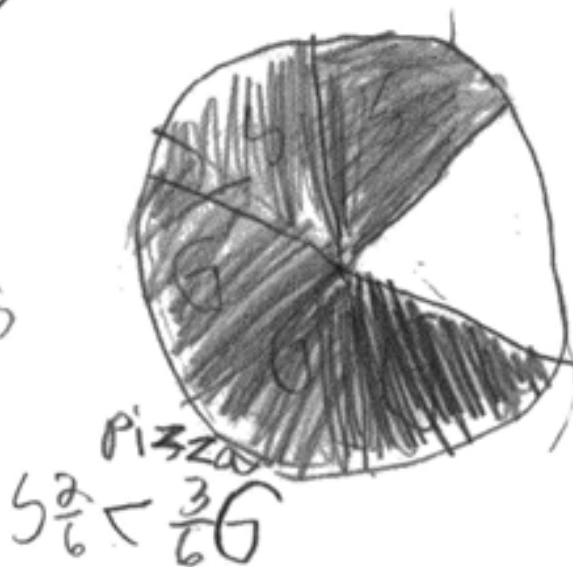
38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer. [3]

Explain your answer.

I drew a pizza and then
read the fraction and shaded
the slices that Sandra and
George

George
more
slices
than
S



Score Point 3 (out of 3 credits)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct claim is chosen, and a correct comparison statement is provided and supported by using a model to shade the amount of pizza that George and Sandra ate. The explanation is sufficient to show a thorough understanding.

GUIDE PAPER 4

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

george ate more because the bigger numerater the the bigger
peice $\frac{2}{6} < \frac{3}{6}$

Score Point 2 (out of 3 credits)


This response demonstrates a partial understanding of the mathematical concepts in the task. A correct claim is chosen, and a correct comparison statement is provided and supported by comparing the numerators of the fractions. However, the denominators of the fractions are not compared. This response appropriately addresses most, but not all, aspects of the task.

GUIDE PAPER 5

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer. [3]

Explain your answer.

George is correct because he ate $\frac{3}{6}$ Sandra ate $\frac{2}{6}$ and we all know 3 is bigger than two and that be one  much pizza is gonna be one more.

Score Point 2 (out of 3 credits)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct claim is chosen, and the slices of pizza George and Sandra ate are correctly compared. However, a comparison statement is not provided. This response appropriately addresses most, but not all, aspects of the task.

GUIDE PAPER 6

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

George is right because $\frac{3}{6} > \frac{2}{6}$

Score Point 2 (out of 3 credits)

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct claim is chosen, and a correct comparison statement is provided. However, a statement about fractions or parts of a whole is not included. This response appropriately addresses most, but not all, aspects of the task.

GUIDE PAPER 7

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

$$\frac{2}{6} < \frac{3}{6}$$

Score Point 1 (out of 3 credits)

This response demonstrates only a limited understanding of the mathematical concepts in the task. A correct comparison statement is provided. However, the explanation does not address whose claim is correct and a statement about fractions or parts of a whole is not included. This response addresses some elements of the task correctly but provides reasoning that is incomplete.

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.

3/6 is bigger cuz its more parts

Score Point 1 (out of 3 credits)

This response demonstrates only a limited understanding of the mathematical concepts in the task. The explanation includes a correct statement about fractions. However, the explanation does not address whose claim is correct and it does not include a correct comparison statement. This response addresses some elements of the task correctly but provides reasoning that is incomplete.

GUIDE PAPER 9

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer. [3]

Explain your answer.

Sandra eat $\frac{2}{6}$ OF A PIZZA
AND GEORGE ATE $\frac{3}{6}$
GEORGE EAT + the most

Score Point 1 (out of 3 credits)

This response demonstrates only a limited understanding of the mathematical concepts in the task. A correct claim is chosen. However, the statement about fractions is not sufficiently explained and a comparison statement is not provided. This response addresses some elements of the task correctly but provides reasoning that is incomplete.

GUIDE PAPER 10

38

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra. Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer. [3]

Explain your answer.

$\frac{2}{6} > \frac{3}{6}$ because $\frac{3}{6}$ is bigger than
 $\frac{2}{6}$ so the answer is $\frac{3}{6}$

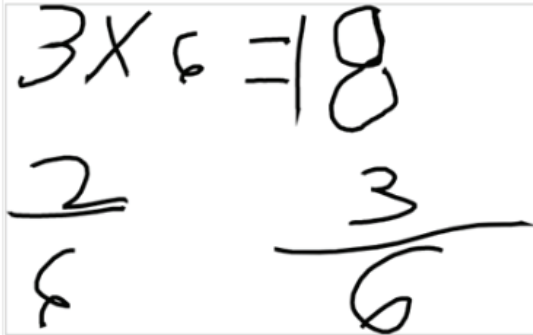
Score Point 0 (out of 3 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation includes an incorrect comparison statement contradicted by a correct statement about fractions. Holistically, this response shows no overall understanding.

Sandra ate $\frac{2}{6}$ of a pizza and George ate $\frac{3}{6}$ of the same pizza. Sandra says she ate more of the pizza than George. George says he ate more of the pizza than Sandra.

Who is correct? Be sure to include a correct comparison statement using $>$, $<$, or $=$ and what you know about fractions or parts of a whole in your answer.

Explain your answer.



Handwritten work showing the calculation $3 \times 6 = 18$ and the fractions $\frac{2}{6}$ and $\frac{3}{6}$.

Score Point 0 (out of 3 credits)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation does not sufficiently compare the fractions. Holistically, this response shows no overall understanding.



Grade 3 Mathematics

Scoring Leader Materials 2023 Training Set

