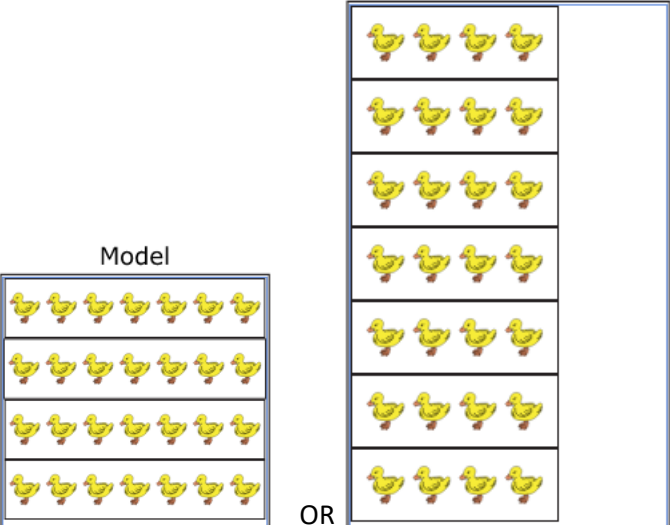
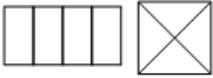


Item Number	Answer Key	Evidence Statement Key
1.	<p style="text-align: center;">Model</p> 	3.OA.1
2.	816	3.NBT.2
3.	26	3.MD.1-1
4.	Part A: See Rubric Part B: See Rubric	3.D.2
5.	C	3.NF.1
6.	C, E	3.OA.3-1
7.	B	3.NF.2
8.	Part A: See Rubric Part B: See Rubric Part C: 15	3.C.5-1
9.	A, C, D	3.OA.7-2
10.	Part A: 280 Part B: 5	3.Int.2
11.	$\frac{3}{8}$ or equivalent	3.G.2

12.	15	3.MD.1-2
13.	D	3.NF.2
14.	30, 30, 35, 5, 8	3.OA.7-2
15.	See Rubric	3.D.1
16.	D, E	3.OA.2
17.	54	3.MD.7b-1
18.	A	3.OA.3-4
19.	B	3.MD.5
20.		3.G.2
21.	9	3.OA.4
22.	961	3.NBT.2
23.	A	3.OA.3-3
24.	Part A: See Rubric Part B: D Part C: See Rubric	3.C.4-6
25.	C, D	3.NF.3a-1
26.	A, D, E	3.G.1
27.	$\frac{1}{4} < \frac{1}{2}$	3.NF.3d
28.	C, D	3.MD.8
29.	D, E	3.OA.1
30.	Part A: D Part B: See Rubric	3.C.3-2
31.	640	3.NBT.3
32.	B	3.OA.3-2
33.	<p>Part A: The mass of Juan's bricks is <input type="text" value="374"/> kilograms more than the mass of Ella's bricks.</p> <p>Part B: The total mass of Juan's bricks and Ella's bricks, rounded to the nearest 10, is <input type="text" value="970"/> kilograms.</p>	3.Int.5

34.	A, B, E	3.OA.7-1
35.	A, E	3.NF.3c
36.	B	3.MD.4

#4 Rubric Part A
0546-M02413

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid equation(s) to find the total length of all three colors of rope, including a variable to represent the total length of the three ropes. ○ Valid work or explanation for the answer • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct total length, in feet, of all three colors of rope, 85 <p>Sample Student Response:</p> <p>The white rope is 45 feet and the blue rope is 30 feet long. The yellow rope is 10 feet long.</p> <p>The total length of all three ropes is $45 + 30 + 10 = t$.</p> <p>The total length of the three ropes is 85 feet.</p> <p>Or other correct response.</p>
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.

#4 Rubric Part B
0546-M02413

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid equation(s) to find the length of the green rope, including a variable to represent the length of the green rope. ○ Valid work or explanation for the answer

	<ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct length, in feet, of the green rope, 34 <p>Sample Student Response:</p> <p>I subtracted 6 from the length of the blue rope because that is the amount of rope left over after the teacher made the station. Next, I subtracted the length of the blue rope that was used from 58, which was the total length of rope used. The difference is 34 feet, which is k, the length of the green rope.</p> <p>The equations are: $30 - 6 = 24$ $58 - 24 = k$ $k = 34$</p> <p>The length of the green rope is 34 feet.</p> <p>Or other correct response.</p>
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.

#8 Rubric Part A
VF812742

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation of the error Laura’s friend made. <p>Sample Student Response:</p> <p>“Laura’s friend subtracted the 8 and the 6 from 63 to find the cost of the wagon. She should have multiplied the 6 and 8 first, and then subtracted the product from 63.”</p> <p>Note: A variety of explanations are possible. As long as the explanation shows a clear understanding of the error made, credit should be awarded.</p>
0	Student response is incorrect or irrelevant.

#8 Rubric Part B
VF812742

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid equation or equations to show all the steps needed to solve the problem. <p>Sample Student Response:</p> <p>$63 - 6 \times 8 = 15$ or $63 - 48 = 15$ or $6 \times 8 = 48$ and $63 - 48 = 15$</p> <p>Notes:</p> <ul style="list-style-type: none"> • If the student’s equation contains a nonsense statement such as $63 - 6 \times 8 = 45 = 15$, credit should not be awarded. • The student does not need to include the unit of dollars within the equations for credit to be given for a correct process.
0	Student response is incorrect or irrelevant.

#15 Rubric
M01633

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid work shown for the total number of tickets. ○ Valid work shown for the number of tickets each friend received. • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct number of tickets each friend received, 7 <p>Sample Student Response:</p> <p>Jennifer and each of her friends got 7 tickets. $36 + 27 = 63$ $63 \div 9 = 7$</p> <p>Or other correct response.</p>
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.

**#24 Rubric Part A
4085-M03369P**

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation of how to find the number of sit-ups Juan will do on day 4 and on day 5. <p>Sample Student Response:</p> <p>Juan starts doing 3 sit-ups on day 1. He does 6 more sit-ups on day 2 than he did on day 1, and 6 more on day 3 than he did on day 2. Juan does 6 more sit-ups each day than he did the day before. On day 4, Juan does 6 more sit-ups than he did on day 3. On day 5, Juan does 6 more sit-ups than he did on day 4.</p> <p>Or other correct response.</p>
0	Student response is incorrect or irrelevant.

**#24 Rubric Part B
4085-M03369P**

Score	Description
1	<p>This part of the item is machine-scored.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <p>Sample Student Response:</p> <ul style="list-style-type: none"> • Option D; added 6 to get correct value for fourth day and added 6 to get correct value for fifth day
0	Student response is incorrect or irrelevant.

**#24 Rubric Part C
4085-M03369P**

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation for why Juan’s reasoning is correct or incorrect. • Computation component = 1 point

	<ul style="list-style-type: none"> ○ Correct number of sit-ups Juan plans to do on day 10, 100 <p>Sample Student Response:</p> <p>Juan is incorrect because he does 10 more sit-ups each day than he did the day before. Juan needs to account for the 10 sit-ups he did on the first day.</p> <p>To find the number of sit-ups Juan will do on day 10, start by multiplying the number of sit-ups Juan added to each day.</p> <p>$10 \times 10 = 100$</p> <p>Juan plans to do 100 sit-ups on day 10.</p> <p>Day 1: 10 or $10 \times 1 = 10$ Day 2: $10 + 10 = 20$ or $10 \times 2 = 20$ Day 3: $10 + 10 + 10 = 30$ or $10 \times 3 = 30$ Day 4: $10 + 10 + 10 + 10 = 40$ or $10 \times 4 = 40$ Day 10: $10 \times 10 = 100$</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

**#30 Rubric Part A
1749-M23082**

Score	Description
1	<p>This part of the item is machine scored.</p> <ul style="list-style-type: none"> • Computation component = 1 point <p>Sample Student Response:</p> <ul style="list-style-type: none"> • Option D - $6 \times 4 = 24$
0	Student response is incorrect or irrelevant.

**#30 Rubric Part B
1749-M23082**

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 2 points <ul style="list-style-type: none"> ○ Valid explanation of why Figures Y and Z do not have the same area. ○ Valid explanation of what must be true for any two figures to have

	<p style="text-align: center;">the same area.</p> <p>Sample Student Response:</p> <p>Figure Y and Figure Z do not have the same areas because Figure Y is made up of 14 unit squares and has an area of $7 \times 2 = 14$ square units. Figure Z is made up of 15 unit squares and has an area of $5 \times 3 = 15$ square units.</p> <p>Two figures must have the same number of unit squares in order to have the same area.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.