

# Ohio's State Tests

**PRACTICE TEST ANSWER KEY &  
SCORING GUIDELINES**

**GRADE 3  
ENGLISH LANGUAGE ARTS**

# Table of Contents

Questions 1 – 15: Content Summary and Answer Key .....	iii
Stimulus for Questions 1 – 7 .....	1
Question 1: Question and Scoring Guidelines.....	5
Question 1: Sample Response .....	7
Question 2: Question and Scoring Guidelines.....	9
Question 2: Sample Response .....	11
Question 3: Question and Scoring Guidelines .....	13
Question 3: Sample Responses .....	15
Question 4: Question and Scoring Guidelines.....	25
Question 4: Sample Responses .....	29
Question 5: Question and Scoring Guidelines.....	33
Question 5: Sample Response .....	35
Question 6: Question and Scoring Guidelines .....	37
Question 6: Sample Responses .....	41
Question 7: Question and Scoring Guidelines.....	49
Question 7: Sample Responses .....	53
Stimulus for Questions 8 – 15 .....	57
Question 8: Question and Scoring Guidelines .....	61
Question 8: Sample Response .....	63
Question 9: Question and Scoring Guidelines.....	65
Question 9: Sample Responses .....	69
Question 10: Question and Scoring Guidelines.....	77
Question 10: Sample Response .....	79
Question 11: Question and Scoring Guidelines.....	81
Question 11: Sample Response .....	83
Question 12: Question and Scoring Guidelines.....	85
Question 12: Sample Response .....	87

Question 13: Question and Scoring Guidelines.....	89
Question 13: Sample Response .....	91
Question 14: Question and Scoring Guidelines.....	93
Question 14: Sample Responses .....	97
Question 15: Question and Scoring Guidelines.....	101
Question 15: Sample Responses .....	105

Grade 3 ELA  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
1	Multiple Choice	Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	D	1 point
2	Multiple Choice	Key Ideas and Details	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	D	1 point
3	Hot Text Item	Craft and Structure	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	---	2 points
4	Short Response	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	---	1 point
5	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	D	1 point

Grade 3 ELA  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
6	Evidence-Based Selected Response	Key Ideas and Details	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	A, B	2 points
7	Matching Item	Integration of Knowledge and Ideas	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	---	1 point
8	Multiple Choice	Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	D	1 point
9	Evidence-Based Selected Response	Key Ideas and Details	Determine the main idea of a text; recount the key details and explain how they support the main idea.	D, B	2 points

Grade 3 ELA  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
10	Multiple Choice	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	D	1 point
11	Multiple Choice	Craft and Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	D	1 point
12	Multiple Choice	Craft and Structure	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	A	1 point
13	Multiple Choice	Integration of Knowledge and Ideas	Compare and contrast the most important points and key details presented in two texts on the same topic.	C	1 point
14	Multi-Select Item	Craft and Structure	Distinguish their own point of view from that of the author of a text.	B, D	1 point
15	Extended Response	Expository	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	---	10 points







Grade 3  
English Language Arts  
Practice Test

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Stimulus for Questions 1 – 7

## Stimulus for Questions 1 – 7

### **Passage 1: from *The Great Shark Mystery*** by Gertrude Chandler Warner

*In this excerpt from The Great Shark Mystery, there was a burglary at the local aquarium. The Alden children suspect it was someone whose name begins with the letter J.*

- 1 At the top of the page Jessie printed, **SAVE THE MANATEES!** in large, bold letters. . . .
- 2 Beneath that she signed her name and wrote her address. Then she handed the pad to Henry.
- 3 “What’s this?” he asked.
- 4 “It’s a petition,” Jessie said. “To save the manatees. We’ll send it to the governor.”
- 5 “That’s very nice,” Henry said, “but what does it have to do with J?”
- 6 “You’ll see,” Jessie said mysteriously. “Just sign it, please.”
- 7 When they had all signed their names, Jessie tucked the pad into her backpack. She looked at her watch. “If we want the plan to work, we’d better get going.”
- 8 “Where?” Violet asked.
- 9 “To the Dolphin Arena,” Jessie said. . . .
- 10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.
- 11 Jessie approached him quickly, her pad and pen in her hand. “Excuse me, sir,” she said politely, handing the pad to him. “Would you sign my petition and put your address?”
- 12 The man smiled at Jessie. “Let me take a look,” he said. He quickly read what Jessie had written.
- 13 “Sure, I’ll sign,” he said agreeably, taking the pen and writing his name and address.
- 14 “Thanks,” said Jessie.
- 15 As the man walked away, Jessie glanced at the pad and then went back to where the others were sitting. She had a big grin on her face.
- 16 “We’ve gotten lots of signatures to help the manatees,” Jessie said, pleased her plan had worked. She held the pad out to the others. “Best of all, we’ve found J.”

#### **Glossary**

manatees: large sea animals

Excerpt from *The Great Shark Mystery* by Gertrude Chandler Warner. Text Copyright © 2003 by Albert Whitman & Company. Reprinted by permission of Albert Whitman & Company via Copyright Clearance Center.

**Passage 2: from *The  
Mystery of the Hidden  
Painting***  
by Gertrude Chandler Warner

*In this excerpt from The Mystery of the Hidden Painting, a necklace is stolen from the Alden children's grandmother. They notice a picture in the local newspaper of a woman wearing a similar necklace and they decide to visit this woman.*

- 17 "Well," she said. "Your aunt said you wanted to talk to me about a necklace . . . or something like that. Why would four young children be interested in a necklace?"
- 18 Jessie took the newspaper picture out of her pocket and showed it to Mrs. Harkins. "The necklace you're wearing—" she began.
- 19 "Why don't we all sit down," Elizabeth Harkins said, leading them all into the living room. "We'll be more comfortable."
- 20 "The necklace—" Jessie continued.
- 21 "It looks like our grandmother's," Benny blurted out.
- 22 Mrs. Harkins frowned. "I don't understand."
- 23 Violet reached into her knapsack and smoothed out her drawing of the Alden necklace. "You see, our grandmother had this necklace. We think it looks like the one you wore to the dance."
- 24 Suddenly a man appeared in the doorway. "Elizabeth," he said firmly, "please come in here."
- 25 Mrs. Harkins stood up. "Excuse me. My husband wants to talk to me."
- 26 She walked into the next room. First there was just a murmur of voices. Then the sounds were louder, as if the Harkins were arguing. The Aldens looked at each other.
- 27 "Maybe we should leave," Violet said. "I think we've upset them."
- 28 Mr. Harkins then said, loud enough to be heard in the next room, "Be careful!"
- 29 Mrs. Harkins came back and sat down again. "I really only have a couple of minutes to talk to you children. What do you want?" Her voice was cold.
- 30 Henry said, "We just were wondering if your necklace could possibly be—"
- 31 Mrs. Harkins interrupted him. "The necklace isn't mine." Now she smiled. "The Elmford Museum lent it to me to wear to the dance, because it was a charity affair for the hospital. I don't know anything about the necklace at all."
- 32 She stood up and held her hand out to Jessie. "It was very nice meeting all of you. Now I have an appointment I must get to. I'll have to ask you to leave."
- 33 Outside the house, Benny said, "She wasn't very friendly. Was she?" He looked very puzzled.
- 34 Henry put an arm around Benny's shoulders. "You're right, Benny. She wasn't."

Excerpt from *The Mystery of the Hidden Painting*  
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Grade 3  
English Language Arts  
Practice Test

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Question 1

Question and Scoring Guidelines

## Question 1

Read this paragraph from Passage 1.

“‘You’ll see,’ Jessie said mysteriously. ‘Just sign it, please.’” (paragraph 6)

What does the word mysteriously show about Jessie?

- Ⓐ that she is afraid of “J”
- Ⓑ that she might be the real “J”
- Ⓒ that she wants to move quickly to find “J”
- Ⓓ that she has a secret plan for finding out who “J” is

Points Possible: 1

Content Strand: Vocabulary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Jessie’s mysterious behavior indicates that she is thoughtful and does not want to share her plan until it is confirmed. Further, if Jesse were afraid of “J” she would not need to act mysteriously with her friends.

Rationale for Option B: This is incorrect. Jessie may be acting mysteriously, but these actions do not tell readers whether or not she is “J”. Instead, the word indicates that she is thoughtful and does not want to share her plan until it is confirmed.

Rationale for Option C: This is incorrect. While Jessie is moving quickly in other sections of the passage, here, her secrecy indicates her reluctance to let her friends know her plan before it is confirmed.

Rationale for Option D: Key – Her “mysterious” comment shows that she is thoughtful and has cleverly devised a plan to find “J”, but wants to wait until it can be confirmed before sharing it with her friends.

Sample Response: 1 point

Read this paragraph from Passage 1.

“You’ll see,’ Jessie said mysteriously. ‘Just sign it, please.’” (paragraph 6)

What does the word mysteriously show about Jessie?

- Ⓐ that she is afraid of “J”
- Ⓑ that she might be the real “J”
- Ⓒ that she wants to move quickly to find “J”
- Ⓓ that she has a secret plan for finding out who “J” is





Grade 3  
English Language Arts  
Practice Test

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Question 2

Question and Scoring Guidelines

## Question 2

In Passage 1, Jessie suggests that the children go to the Dolphin Arena. How does this decision affect the rest of the story?

- Ⓐ It helps them get the governor’s attention.
- Ⓑ It explains why they are starting a petition.
- Ⓒ It explains how they will save the manatees.
- Ⓓ It helps them get closer to solving the mystery.

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although they do plan to show the petition to the governor, and they meet a strange man at the Dolphin Arena, there is no indication that he is the governor. This would represent a misunderstanding of the plot.

Rationale for Option B: This is incorrect. Although the children get signatures at the Dolphin Arena, no new information about the petition process is provided as a result of Jessie suggesting the children go to the Dolphin Arena.

Rationale for Option C: This is incorrect. Although the campaign for the manatees appears to be part of the plot, it is a sub-plot and is not developed further.

Rationale for Option D: Key – Going to the Dolphin Arena helps the children solve the mystery of who “J” is. By getting the strange man to sign the petition, they confirm that he is “J”.

Sample Response: 1 point

In Passage 1, Jessie suggests that the children go to the Dolphin Arena. How does this decision affect the rest of the story?

- Ⓐ It helps them get the governor's attention.
- Ⓑ It explains why they are starting a petition.
- Ⓒ It explains how they will save the manatees.
- Ⓓ It helps them get closer to solving the mystery.



Grade 3  
English Language Arts  
Practice Test

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Question 3

Question and Scoring Guidelines

## Question 3

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

- 9        "To the Dolphin Arena," Jessie said. . . .
- 10       They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.
- 11       Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Points Possible: 2

Content Strand: Craft and Structure

Content Standard: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

## Scoring Guidelines

For this item, a full-credit (2 point) response, includes:

- "C) her cleverness" (1 point)
- AND
- "Would you sign my petition and put your address?" (1 point).

Grade 3  
English Language Arts  
Practice Test

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Question 3

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.

11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives full credit (2 points) because the student selected the correct answer for Part A, "her cleverness", and the correct answer for Part B, "Would you sign my petition and put your address?".



Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

- 9 "To the Dolphin Arena," Jessie said. . . .
- 10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.
- 11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence "'To the Dolphin Arena,' Jessie said..." does not support the idea that Jessie is clever.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 **They did not have to wait long.** Soon a familiar man in a blue baseball cap emerged from the arena.

11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence "They did not have to wait long." does not support the idea that Jessie is clever.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 They did not have to wait long. **Soon a familiar man in a blue baseball cap emerged from the arena.**

11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence "Soon a familiar man in a blue baseball cap emerged from the arena." does not support the idea that Jessie is clever.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.

11 **Jessie approached him quickly, her pad and pen in her hand.** "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence "Jessie approached him quickly, her pad and pen in her hand." does not support the idea that Jessie is clever.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.

11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence "'Excuse me, sir,' she said politely, handing the pad to him." does not support the idea that Jessie is clever.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

- 9 "To the Dolphin Arena," Jessie said. . . .
- 10 They did not have to wait long. Soon a familiar man in a blue baseball cap emerged from the arena.
- 11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives no credit (0 points) because the phrase "her quiet personality" (Part A) does not accurately reflect anything about Jessie. In Part B, the sentence "'Excuse me, sir,' she said politely, handing the pad to him." is also incorrect.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does paragraph 16 show about Jessie?

- A) her quiet personality
- B) her caring nature
- C) her cleverness
- D) her patience

**Part B**

Select **one** sentence from the story below that supports the answer in Part A.

9 "To the Dolphin Arena," Jessie said. . . .

10 They did not have to wait long. **Soon a familiar man in a blue baseball cap emerged from the arena.**

11 Jessie approached him quickly, her pad and pen in her hand. "Excuse me, sir," she said politely, handing the pad to him. "Would you sign my petition and put your address?"

Notes on Scoring

This response receives no credit (0 points) because the phrase "her patience" (Part A) does not accurately reflect anything about Jessie. In Part B, the sentence "Soon a familiar man in a blue baseball cap emerged from the arena." is also incorrect.





Grade 3  
English Language Arts  
Practice Test

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Question 4

Question and Scoring Guidelines

## Question 4

In addition to saving the manatees, explain what Jessie hopes the petition will help them do.

Type your answer in the space provided.

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

# Scoring Guidelines

## Correct Responses

- Jessie is hoping to find out who “J” is.

## Score Point

## Description

1 point

Response includes the following:

- Find out who “J” is
- Find the mysterious person
- Get “J’s” name and address
- Find out who robbed the aquarium
- Find the burglar

0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or, possibly, no other information is shown. The student may have written on a different topic or written, “I don’t know.”



Grade 3  
English Language Arts  
Practice Test

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Question 4

Sample Responses

Sample Response: 1 point

In addition to saving the manatees, explain what Jessie hopes the petition will help them do.

Type your answer in the space provided.

find out who robbed the aquarium|

Notes on Scoring

This response receives full credit (1 point) because it indicates that Jessie wants to “find out who robbed the aquarium”.

Sample Response: 0 points

In addition to saving the manatees, explain what Jessie hopes the petition will help them do.

Type your answer in the space provided.

make new friends|

#### Notes on Scoring

This response receives no credit (0 points) because there is no evidence that Jessie is hoping the petition will help the group find new friends.





Grade 3  
English Language Arts  
Practice Test

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Question 5

Question and Scoring Guidelines

## Question 5

Read these sentences from the passage.

"She walked into the next room. First there was just a murmur of voices. Then the sounds were louder, as if the Harkins were arguing." (paragraph 26)

What is the meaning of murmur as it is used in the sentence?

- A chorus
- B echo
- C melody
- D whisper

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While a "chorus" is a sound of collective instruments, this does not fit the context for the word "murmur".

Rationale for Option B: This is incorrect. While an "echo" is a soft tone, it is not the definition of "murmur" as used in this context.

Rationale for Option C: This is incorrect. While a "melody" can be a soft, song-like sound, this is not the correct word for "murmur" in this specific context.

Rationale for Option D: Key – In this context, the word "murmur" means a soft whisper.

Sample Response: 1 point

Read these sentences from the passage.

"She walked into the next room. First there was just a murmur of voices. Then the sounds were louder, as if the Harkins were arguing." (paragraph 26)

What is the meaning of murmur as it is used in the sentence?

- (A) chorus
- (B) echo
- (C) melody
- (D) whisper



Grade 3  
English Language Arts  
Practice Test

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Question 6

Question and Scoring Guidelines

## Question 6

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- (A) She is worried about answering the children's questions after talking to her husband.
- (B) She is curious to know more about the other necklace described by the children.
- (C) She is confused about why her necklace is compared to the one in the drawing.
- (D) She is upset that the children's visit made her late for an important meeting.

### Part B

Which evidence from Passage 2 supports the answer in Part A?

- (A) "We think it looks like one you wore to the dance." (paragraph 23)
- (B) "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- (C) "I don't know anything about the necklace at all." (paragraph 31)
- (D) "Now, I have an appointment I must get to." (paragraph 32)

Points Possible: 2

Content Strand: Key Ideas and Details

Content Standard: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## Scoring Guidelines

### Part A

Rationale for Option A: Key – Mr. Harkins clearly warns his wife to “be careful”. This conversation directly results in Mrs. Harkins’ cold voice when speaking to the children.

Rationale for Option B: This is incorrect. Mrs. Harkins’s voice is not cold when she discusses the drawing’s similarity to her necklace. In fact, it is quite the opposite, as she asks the children to sit down and be comfortable in her living room.

Rationale for Option C: This is incorrect. While Mrs. Harkins may feel confused about why the children are questioning her about her necklace, there is no evidence that confusion is what creates a shift in her attitude toward them.

Rationale for Option D: This is incorrect. There is no evidence that Mrs. Harkins uses a cold voice because she is truly late for an appointment. She only becomes cool toward the children after her conversation with her husband.

### Part B

Rationale for Option A: This is incorrect. While this option may support option B in Part A, Mrs. Harkins does not say this coldly; at this point, she is still friendly with the children.

Rationale for Option B: Key – Mrs. Harkins hears the warning from her husband right before re-entering the room with the children. It is at this point that she no longer has “time” to chat with the children.

Rationale for Option C: This is incorrect. While this option may support option C in Part A, Mrs. Harkins does not say this coldly; at this point, she is still friendly with the children.

Rationale for Option D: This is incorrect. While this option may support option D in Part A, this is not what turned Mrs. Harkins “cold” toward the children.





Grade 3  
English Language Arts  
Practice Test

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Question 6

Sample Responses

## Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- A She is worried about answering the children's questions after talking to her husband.
- B She is curious to know more about the other necklace described by the children.
- C She is confused about why her necklace is compared to the one in the drawing.
- D She is upset that the children's visit made her late for an important meeting.

### Part B

Which evidence from Passage 2 supports the answer in Part A?

- A "We think it looks like one you wore to the dance." (paragraph 23)
- B "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- C "I don't know anything about the necklace at all." (paragraph 31)
- D "Now, I have an appointment I must get to." (paragraph 32)

### Notes on Scoring

This response receives full credit (2 points) because option A in Part A gives an accurate description for the cold tone Mrs. Harkins has toward the children. In Part B, the selected quote accurately provides the reason, her husband's warning, that Mrs. Harkins uses a cold tone of voice.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- A She is worried about answering the children's questions after talking to her husband.
- B She is curious to know more about the other necklace described by the children.
- C She is confused about why her necklace is compared to the one in the drawing.
- D She is upset that the children's visit made her late for an important meeting.

**Part B**

Which evidence from Passage 2 supports the answer in Part A?

- A "We think it looks like one you wore to the dance." (paragraph 23)
- B "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- C "I don't know anything about the necklace at all." (paragraph 31)
- D "Now, I have an appointment I must get to." (paragraph 32)

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A, but the response in Part B does not support the idea that Mrs. Harkins was worried about answering the children's questions.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- A She is worried about answering the children's questions after talking to her husband.
- B She is curious to know more about the other necklace described by the children.
- C She is confused about why her necklace is compared to the one in the drawing.
- D She is upset that the children's visit made her late for an important meeting.

**Part B**

Which evidence from Passage 2 supports the answer in Part A?

- A "We think it looks like one you wore to the dance." (paragraph 23)
- B "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- C "I don't know anything about the necklace at all." (paragraph 31)
- D "Now, I have an appointment I must get to." (paragraph 32)

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A, but the response in Part B does not support the idea that Mrs. Harkins was worried about answering the children's questions.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- A She is worried about answering the children's questions after talking to her husband.
- B She is curious to know more about the other necklace described by the children.
- C She is confused about why her necklace is compared to the one in the drawing.
- D She is upset that the children's visit made her late for an important meeting.

**Part B**

Which evidence from Passage 2 supports the answer in Part A?

- A "We think it looks like one you wore to the dance." (paragraph 23)
- B "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- C "I don't know anything about the necklace at all." (paragraph 31)
- D "Now, I have an appointment I must get to." (paragraph 32)

Notes on Scoring

This response receives partial credit (1 point) because the student selected the correct answer in Part A, but the response in Part B does not support the idea that Mrs. Harkins was worried about answering the children's questions.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- Ⓐ She is worried about answering the children's questions after talking to her husband.
- Ⓑ She is curious to know more about the other necklace described by the children.
- Ⓒ She is confused about why her necklace is compared to the one in the drawing.
- Ⓓ She is upset that the children's visit made her late for an important meeting.

**Part B**

Which evidence from Passage 2 supports the answer in Part A?

- Ⓐ "We think it looks like one you wore to the dance." (paragraph 23)
- Ⓑ "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- Ⓒ "I don't know anything about the necklace at all." (paragraph 31)
- Ⓓ "Now, I have an appointment I must get to." (paragraph 32)

Notes on Scoring

This response receives no credit (0 points) because Mrs. Harkins' cold voice is not an indication of her curiosity. Additionally, the support selected in Part B is incorrect.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Why is Mrs. Harkins's voice described as "cold" in paragraph 29?

- Ⓐ She is worried about answering the children's questions after talking to her husband.
- Ⓑ She is curious to know more about the other necklace described by the children.
- Ⓒ She is confused about why her necklace is compared to the one in the drawing.
- Ⓓ She is upset that the children's visit made her late for an important meeting.

**Part B**

Which evidence from Passage 2 supports the answer in Part A?

- Ⓐ "We think it looks like one you wore to the dance." (paragraph 23)
- Ⓑ "Mr. Harkins then said, loud enough to be heard in the next room, 'Be careful!'" (paragraph 28)
- Ⓒ "I don't know anything about the necklace at all." (paragraph 31)
- Ⓓ "Now, I have an appointment I must get to." (paragraph 32)

Notes on Scoring

This response receives no credit (0 points) because Mrs. Harkins' cold voice is not an indication that she is upset. Additionally, the support selected in Part B is incorrect.





Grade 3  
English Language Arts  
Practice Test

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Question 7

Question and Scoring Guidelines

## Question 7

Passage 1 and Passage 2 come from the same series of children’s books. In some ways they are similar, and in other ways they are different.

Click on the table below to show which sentences describe *The Great Shark Mystery*, which ones describe *The Mystery of the Hidden Painting*, and which ones describe both.

	<b><i>The Great Shark Mystery</i></b>	<b>Both</b>	<b><i>The Mystery of the Hidden Painting</i></b>
<b>A mystery is nearly solved.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children work together.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A strange argument adds to the mystery.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children use clues to get information.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 1

Content Strand: Integration of Knowledge and Ideas

Content Standard: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

## Scoring Guidelines

For this item, a full-credit response includes:

- “*The Great Shark Mystery*” selected for “A mystery is nearly solved.”;  
AND
- “Both” selected for “The Alden children work together.”;  
AND
- “*The Mystery of the Hidden Painting*” selected for “A strange argument adds to the mystery.”;  
AND
- “Both” selected for “The Alden children use clues to get information.” (1 point).



Grade 3  
English Language Arts  
Practice Test

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Question 7

Sample Responses

Sample Response: 1 point

Passage 1 and Passage 2 come from the same series of children’s books. In some ways they are similar, and in other ways they are different.

Click on the table below to show which sentences describe *The Great Shark Mystery*, which ones describe *The Mystery of the Hidden Painting*, and which ones describe both.

	<b><i>The Great Shark Mystery</i></b>	<b>Both</b>	<b><i>The Mystery of the Hidden Painting</i></b>
<b>A mystery is nearly solved.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children work together.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>A strange argument adds to the mystery.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The Alden children use clues to get information.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response receives full credit (1 point) because each of the sentences in the first column of the table have been correctly linked to the appropriate story/stories. This response successfully shows an understanding of the similarities and differences in the two passages.

Sample Response: 0 points

Passage 1 and Passage 2 come from the same series of children’s books. In some ways they are similar, and in other ways they are different.

Click on the table below to show which sentences describe *The Great Shark Mystery*, which ones describe *The Mystery of the Hidden Painting*, and which ones describe both.

	<b><i>The Great Shark Mystery</i></b>	<b>Both</b>	<b><i>The Mystery of the Hidden Painting</i></b>
<b>A mystery is nearly solved.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children work together.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A strange argument adds to the mystery.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children use clues to get information.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Notes on Scoring

This response receives no credit (0 points) because the idea expressed in the sentence “The Alden children work together” is found in both passages and the idea expressed in the sentence “A strange argument adds to the mystery” is found only in *The Mystery of the Hidden Painting*. To receive credit for this item, all four of the sentences in the first column of the table need to be correctly connected to one or both of the stories.

Sample Response: 0 points

Passage 1 and Passage 2 come from the same series of children’s books. In some ways they are similar, and in other ways they are different.

Click on the table below to show which sentences describe *The Great Shark Mystery*, which ones describe *The Mystery of the Hidden Painting*, and which ones describe both.

	<b><i>The Great Shark Mystery</i></b>	<b>Both</b>	<b><i>The Mystery of the Hidden Painting</i></b>
<b>A mystery is nearly solved.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children work together.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A strange argument adds to the mystery.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>The Alden children use clues to get information.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Notes on Scoring

This response receives no credit (0 points) because the idea expressed in the sentence “A mystery is nearly solved” is found only in *The Great Shark Mystery*, the idea expressed in the sentence “The Alden children work together” is found in both passages and the idea expressed in the sentence “A strange argument adds to the mystery” is found only in *The Mystery of the Hidden Painting*. To receive credit for this item, all four of the sentences in the first column of the table need to be correctly linked to one or both of the stories.



Grade 3  
English Language Arts  
Practice Test

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Stimulus for Questions 8 – 15

## Stimulus for Questions 8 – 15

### Passage 1: When a Wild Bird Needs Your Help

by Carolyn Combs

- 1 One spring day you spy a baby bird **frantically** hopping up and down in your yard. The bird seems alone and unable to fly. You want to help. What can you do?
- 2 First, find an adult to help you. Look for signs of injury . . . . If **injured**—
- carefully place in a box with air holes and lined with a towel
  - keep warm
  - contact a licensed wildlife **rehabilitator** by searching at [www.owra.org](http://www.owra.org), [www.wildliferehabinfo.org](http://www.wildliferehabinfo.org), or by asking a veterinarian
  - ask a wildlife rehabilitator before giving any food or water
- 3 If not injured—
- can the bird hop?
  - If yes, it's a **fledgling** and ready to be out of a nest.
  - If the fledgling is in a dangerous place, move it to a nearby tree branch
  - help by keeping people and pets out of the area while the young bird becomes a good flyer.
- 4 If it's too young to hop, call a wildlife rehabilitator. Call a wildlife rehabilitator for all injured adult birds. Have fun watching, but remember it's illegal to keep wildlife as pets.

#### Glossary

frantically: doing something fast

rehabilitator: someone who fixes things

fledgling: a young, inexperienced bird

injured: harmed or wounded

Excerpt from "When a Wild Bird Needs Your Help"  
by Carolyn Combs, from *Appleseeds*. Copyright  
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## Passage 2: Her Patients Have Wings and Beaks

by Elizabeth Armstrong Hall

*In this passage, Elizabeth Armstrong Hall interviews bird veterinarian Dr. Leila Marcucci.*

5 “I never had a pet bird as a kid,” says bird veterinarian Dr. Leila Marcucci. “We had cats.” She still has cats (and no birds). But these days, she treats other people’s pet birds at the Bay Area Bird Hospital in San Francisco, California. Her patients are cockatiels, parakeets, African grey parrots, cockatoos, macaws, canaries, chickens, turkeys and pigeons. Her largest patient was an 11-pound turkey. Her tiniest was a blue cap finch that weighed only one-quarter of an ounce.

**How did you train to become a bird vet?**

6 I’ve always loved science. I majored in Marine Biology in college. But I didn’t know I wanted to be a veterinarian until I had almost graduated. After college I went to the University of Illinois College of Veterinary Medicine for four years. Then I took courses to specialize in birds. I also trained with bird vets.

**Why do birds have to visit a vet?**

7 Every animal (including people!) should see a doctor for checkups and when they’re feeling sick. Unlike people, birds are good at hiding their illnesses, sometimes until it’s too late. **Annual** exams can find problems that a bird hides from its human family.

**Why do birds need a special bird vet?**

8 There are over 9000 species of birds, including 300 kinds of parrots. Bird vets can take better care of each patient because they have specialized knowledge.

**How do you examine a bird to see if it’s healthy or not?**

9 I start with its eyes, nose, and ears, and listen to its heart and lungs. Then I check its wings, legs, and feet. I also examine its feathers, skin, and belly.

**What’s the most common mistake people make when taking care of pet birds?**

10 The most common mistake is giving them birdseed. Birdseed is high in fat and low in nutrients. It’s like if you ate only bread and butter. . . .

**What is the best diet for pet birds?**

11 The best diet includes special bird **pellets**, fresh leafy greens and small amounts of fruit and protein, like cheese, cooked meat, fish or chicken. Tofu or a hard-boiled egg are also good sources of protein.

**How long can healthy birds live?**

12 Parakeets can live up to 10 years, and cockatiels 20 to 30 years. An amazon parrot could live for more than 60 years.

**Dogs have a powerful sense of smell. What is a bird’s strongest sense?**

13 Birds have excellent vision. Some, like owls, have super strong hearing.

**Which birds are the best “talkers”?**

14 African grey parrots, amazons, macaws, cockatoos and cockatiels are the best talkers. Of the parrots, parakeets have the largest vocabulary (nearly 2000 words!).

**What other animals do you treat?**

- 15 I also treat rabbits and rodents, like rats, mice, guinea pigs, hamsters and chinchilla. I also treat reptiles like turtles, tortoises, lizards, and snakes.

**Describe your most unusual patient.**

- 16 One day we found a big white pigeon, a king pigeon, outside the bird hospital. With a little **coaxing**, he hopped right in. He had huge foot sores that needed surgery. He certainly came to the right place!

**Glossary**

annual: something that happens every year

pellets: a small, round form of food

coaxing: talking someone into doing something

Excerpt from "Her Patients Have Wings and Beaks" by Elizabeth Armstrong Hall, from *Appleseeds*. Copyright © 2015 by Carus Publishing. Reprinted by permission of Carus Publishing via Copyright Clearance Center.

Grade 3  
English Language Arts  
Practice Test

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Question 8

Question and Scoring Guidelines

## Question 8

Read this sentence from paragraph 2.

“contact a licensed wildlife rehabilitator by searching at [www.orwa.org](http://www.orwa.org), [www.wildliferehabinfo.org](http://www.wildliferehabinfo.org), or by asking a veterinarian”

What is the meaning of contact as it is used in Passage 1?

- Ⓐ to watch
- Ⓑ to help out
- Ⓒ to understand
- Ⓓ to connect with someone

Points Possible: 1

Content Strand: Vocabulary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While Passage 1 later says to “observe” the stranded bird, this is not the meaning of “contact”.

Rationale for Option B: This is incorrect. Both passages discuss when and how to assist birds; however, this is not the meaning of “contact”.

Rationale for Option C: This is incorrect. Both passages note the importance of “understanding” when you should take action and seek professional help for birds; this is not the meaning of “contact”.

Rationale for Option D: Key – This is the meaning of “contact”, which is evident from the context of “by searching” and “by asking a veterinarian”. They are trying to connect with those people via the website.

Sample Response: 1 point

Read this sentence from paragraph 2.

"contact a licensed wildlife rehabilitator by searching at [www.orwa.org](http://www.orwa.org), [www.wildliferehabinfo.org](http://www.wildliferehabinfo.org), or by asking a veterinarian"

What is the meaning of contact as it is used in Passage 1?

- Ⓐ to watch
- Ⓑ to help out
- Ⓒ to understand
- Ⓓ to connect with someone





Grade 3  
English Language Arts  
Practice Test

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Question 9

Question and Scoring Guidelines

## Question 9

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the main idea of Passage 1?

- (A) Wild birds should be kept outside.
- (B) It is important to keep birds warm.
- (C) Young birds need to learn how to fly.
- (D) Always be careful when you help a bird.

### Part B

Which sentence helps develop the main idea in Part A?

- (A) "The bird seems alone and unable to fly." (paragraph 1)
- (B) "First, find an adult to help you." (paragraph 2)
- (C) "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- (D) "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Points Possible: 2

Content Strand: Key Ideas and Details

Content Standard: Determine the main idea of a text; recount the key details and explain how they support the main idea.

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. While the text does suggest that wild birds should not be brought in as pets, this is not developed over the text as a whole.

Rationale for Option B: This is incorrect. While the text does suggest this as a way to help birds if they're injured, this is not developed over the text as a whole.

Rationale for Option C: This is incorrect. The idea of a young bird needing to be protected until it can fly is explored, but this is not the main idea of the text.

Rationale for Option D: Key – The main idea of this text is the fact that people should be careful when trying to help a young bird.

### Part B

Rationale for Option A: This is incorrect. This does not support the idea that you should be careful with birds.

Rationale for Option B: Key – This sentence emphasizes being careful with birds when helping them.

Rationale for Option C: This is incorrect. This does not support the idea that you should be careful with birds.

Rationale for Option D: This is incorrect. This does not support the idea that you should be careful with birds when helping them.



Grade 3  
English Language Arts  
Practice Test

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Question 9

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- Ⓐ Wild birds should be kept outside.
- Ⓑ It is important to keep birds warm.
- Ⓒ Young birds need to learn how to fly.
- Ⓓ Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- Ⓐ "The bird seems alone and unable to fly." (paragraph 1)
- Ⓑ "First, find an adult to help you." (paragraph 2)
- Ⓒ "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- Ⓓ "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives full credit (2 points) because the student correctly identified in Part A that the main idea of the selection is "Always be careful when you help a bird". The student also correctly identified in Part B that the quotation "First, find an adult to help you" supports the idea of being careful.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- (A) Wild birds should be kept outside.
- (B) It is important to keep birds warm.
- (C) Young birds need to learn how to fly.
- (D) Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- (A) "The bird seems alone and unable to fly." (paragraph 1)
- (B) "First, find an adult to help you." (paragraph 2)
- (C) "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- (D) "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives partial credit (1 point) because the student correctly identified in Part A that the main idea of the selection is "Always be careful when you help a bird". However, the student did not answer Part B correctly because the quotation "The bird seems alone and unable to fly" does not support the idea of being careful when helping a bird.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- Ⓐ Wild birds should be kept outside.
- Ⓑ It is important to keep birds warm.
- Ⓒ Young birds need to learn how to fly.
- Ⓓ Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- Ⓐ "The bird seems alone and unable to fly." (paragraph 1)
- Ⓑ "First, find an adult to help you." (paragraph 2)
- Ⓒ "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- Ⓓ "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives partial credit (1 point) because the student correctly identified in Part A that the main idea of the selection is "Always be careful when you help a bird". However, the student did not correctly answer Part B because the quotation "If yes, it's a fledgling and ready to be out of a nest" does not support the idea of being careful when helping a bird.



Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- (A) Wild birds should be kept outside.
- (B) It is important to keep birds warm.
- (C) Young birds need to learn how to fly.
- (D) Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- (A) "The bird seems alone and unable to fly." (paragraph 1)
- (B) "First, find an adult to help you." (paragraph 2)
- (C) "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- (D) "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives partial credit (1 point) because the student correctly identified in Part A that the main idea of the selection is "Always be careful when you help a bird". However, the student did not correctly answer Part B because the quotation "Have fun watching, but remember it is illegal to keep wildlife as pets" does not support the idea of being careful when helping a bird.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- A Wild birds should be kept outside.
- B It is important to keep birds warm.
- C Young birds need to learn how to fly.
- D Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- A "The bird seems alone and unable to fly." (paragraph 1)
- B "First, find an adult to help you." (paragraph 2)
- C "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- D "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives no credit (0 points) because the student did not correctly answer Part A; "Wild birds should be kept outside" is not the main idea of the selection. For a student to receive partial credit for this item, he or she must select the correct answer in Part A (in this case, identification of the main idea of the selection).

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the main idea of Passage 1?

- Ⓐ Wild birds should be kept outside.
- Ⓑ It is important to keep birds warm.
- Ⓒ Young birds need to learn how to fly.
- Ⓓ Always be careful when you help a bird.

**Part B**

Which sentence helps develop the main idea in Part A?

- Ⓐ "The bird seems alone and unable to fly." (paragraph 1)
- Ⓑ "First, find an adult to help you." (paragraph 2)
- Ⓒ "If yes, it's a fledgling and ready to be out of a nest." (paragraph 3)
- Ⓓ "Have fun watching, but remember it's illegal to keep wildlife as pets." (paragraph 4)

Notes on Scoring

This response receives no credit (0 points) because the student did not correctly answer Part A; "It is important to keep birds warm" is not the main idea of the selection. For a student to receive partial credit for this item, he or she must select the correct answer in Part A (in this case, identifying the main idea of the selection).



Grade 3  
English Language Arts  
Practice Test

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Question 10

Question and Scoring Guidelines

## Question 10

Which detail from Passage 1 shows that an uninjured bird should be fine if left alone?

- Ⓐ "carefully place in a box with air holes and lined with a towel" (paragraph 2)
- Ⓑ "ask a wildlife rehabilitator before giving any food or water" (paragraph 2)
- Ⓒ "If the fledgling is in a dangerous place, move it to a nearby tree branch" (paragraph 3)
- Ⓓ "help by keeping people and pets out of the area while the young bird becomes a good flyer." (paragraph 3)

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although this detail shows someone helping a bird recover, it also shows human intervention for an injured bird.

Rationale for Option B: This is incorrect. This detail advises people to leave birds alone at first, but it refers to an injured bird.

Rationale for Option C: This is incorrect. Although this refers to an uninjured bird, it shows human intervention. By moving the bird to a nearby tree, a person is not leaving it alone.

Rationale for Option D: Key – The detail that "the young bird becomes a good flyer" shows that the bird should be fine if people or pets don't get in the way.

Sample Response: 1 point

Which detail from Passage 1 shows that an uninjured bird should be fine if left alone?

- Ⓐ "carefully place in a box with air holes and lined with a towel" (paragraph 2)
- Ⓑ "ask a wildlife rehabilitator before giving any food or water" (paragraph 2)
- Ⓒ "If the fledgling is in a dangerous place, move it to a nearby tree branch" (paragraph 3)
- Ⓓ "help by keeping people and pets out of the area while the young bird becomes a good flyer." (paragraph 3)





Grade 3  
English Language Arts  
Practice Test

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Question 11

Question and Scoring Guidelines

## Question 11

Read this sentence from paragraph 8.

"There are over 9000 species of birds, including 300 kinds of parrots."

What is the meaning of the word species as it is used in the sentence?

- (A) ages
- (B) doctors
- (C) illnesses
- (D) types

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the passage does refer at one point to how long some birds live, there is no context to suggest at this point in the passage that "species" refers to ages.

Rationale for Option B: This is incorrect. While the passage refers to doctors, there is no context to suggest at this point in the passage that "species" refers to doctors.

Rationale for Option C: This is incorrect. While the passage refers to illnesses, there is no context to suggest at this point in the passage that "species" refers to illnesses.

Rationale for Option D: Key – Based on the context in the sentence ("kinds"), a student can determine that "species" refers to types of birds.

Sample Response: 1 point

Read this sentence from paragraph 8.

"There are over 9000 species of birds, including 300 kinds of parrots."

What is the meaning of the word species as it is used in the sentence?

- Ⓐ ages
- Ⓑ doctors
- Ⓒ illnesses
- Ⓓ types



Grade 3  
English Language Arts  
Practice Test

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Question 12

Question and Scoring Guidelines

## Question 12

Which section in Passage 2 could be used to help the reader know if a bird needs professional care?

- A Why do birds have to visit a vet?**
- B How do you examine a bird to see if it's healthy or not?**
- C How long can healthy birds live?**
- D Dogs have a powerful sense of smell. What is a bird's strongest sense?**

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

## Scoring Guidelines

Rationale for Option A: Key – This section notes that birds are good at “hiding their illnesses”, therefore this is the reason a wild bird needs a professional exam and, possibly, subsequent professional care.

Rationale for Option B: This is incorrect. This section notes the process a vet uses to examine a bird; however, it does not help a person determine whether they should seek professional care for a stranded wild bird.

Rationale for Option C: This is incorrect. This section explains how long certain healthy birds can live, but it does not give information that would help a person determine whether a wild bird needs professional care.

Rationale for Option D: This is incorrect. This section notes that while dogs have a strong sense of smell, birds have excellent eyesight. However, this only lets readers know that birds will clearly see them; it does not help a person determine if a wild bird needs professional care.

Sample Response: 1 point

Which section in Passage 2 could be used to help the reader know if a bird needs professional care?

- A Why do birds have to visit a vet?**
- B How do you examine a bird to see if it's healthy or not?**
- C How long can healthy birds live?**
- D Dogs have a powerful sense of smell. What is a bird's strongest sense?**





Grade 3  
English Language Arts  
Practice Test

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Question 13

Question and Scoring Guidelines

## Question 13

Based on the passages, what is something that both veterinarians and children should do when they find a bird that might be in trouble?

- Ⓐ ask a parent for help
- Ⓑ give it food and water
- Ⓒ look for signs of injury
- Ⓓ bring it inside to keep it warm

Points Possible: 1

Content Strand: Integration of Knowledge and Ideas

Content Standard: Compare and contrast the most important points and key details presented in two texts on the same topic.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While this is something the author suggests in Passage 1, it is not something veterinarians need to do since they are specialists in the field.

Rationale for Option B: This is incorrect. While a veterinarian knows what food is good for animals, most kids do not, and Passage 1 warns against giving birds food and water before contacting a specialist.

Rationale for Option C: Key – Both passages discuss this action in order to determine how best to care for the bird.

Rationale for Option D: This is incorrect. While Passage 1 mentions it is important to keep birds warm, Passage 2 does not do this. Additionally, Passage 1 warns against keeping birds as pets.

Sample Response: 1 point

Based on the passages, what is something that both veterinarians and children should do when they find a bird that might be in trouble?

- Ⓐ ask a parent for help
- Ⓑ give it food and water
- Ⓒ look for signs of injury
- Ⓓ bring it inside to keep it warm



Grade 3  
English Language Arts  
Practice Test

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Question 14

Question and Scoring Guidelines

## Question 14

What is the point of view of **both** passages? Select **two** answers.

- Both authors feel that wild birds should not be pets.
- Both authors feel it is important to treat birds with care.
- Both authors feel it can be fun to watch young birds grow.
- Both authors feel a professional can be helpful when treating birds.
- Both authors feel that birds should not see a doctor unless they are sick.

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Distinguish their own point of view from that of the author of a text.

## Scoring Guidelines

Rationale for First Option: This is incorrect. Passage 1 states that “it’s illegal to keep wildlife as pets”; however, Passage 2 does not mention keeping wild animals as pets, but rather just discusses pets who visit a special veterinarian.

Rationale for Second Option: Key – The directions listed in Passage 1 regarding how to help birds and the word choice and tone in Passage 2 suggest that both authors feel it is important to treat animals with respect.

Rationale for Third Option: This is incorrect. Passage 1 states that you can “have fun watching” a young bird grow; however, Passage 2 does not mention watching animals growing.

Rationale for Fourth Option: Key – In Passage 1, the directions say to consult a wildlife rehabilitator or a veterinarian, and in Passage 2, the interviewer asks questions about why birds should see a specialized veterinarian.

Rationale for Fifth Option: This is incorrect. Passage 1 emphasizes that a person should look for injuries and consult a professional if the bird is injured; however, Passage 2 states that “every animal ... should see a doctor for checkups”, suggesting that animals should see doctors for a variety of reasons, not only when they are sick.





Grade 3  
English Language Arts  
Practice Test

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Question 14

Sample Responses

Sample Response: 1 point

What is the point of view of **both** passages? Select **two** answers.

- Both authors feel that wild birds should not be pets.
- Both authors feel it is important to treat birds with care.
- Both authors feel it can be fun to watch young birds grow.
- Both authors feel a professional can be helpful when treating birds.
- Both authors feel that birds should not see a doctor unless they are sick.

#### Notes on Scoring

This response receives full credit (1 point) because the student correctly identified the points of view shared by both authors. Both authors address the ideas of treating birds with care and the need for professional help when doing so.

Sample Response: 0 points

What is the point of view of **both** passages? Select **two** answers.

- Both authors feel that wild birds should not be pets.
- Both authors feel it is important to treat birds with care.
- Both authors feel it can be fun to watch young birds grow.
- Both authors feel a professional can be helpful when treating birds.
- Both authors feel that birds should not see a doctor unless they are sick.

#### Notes on Scoring

This response receives no credit (0 points) because the student identified only one of the shared points of view (it is important to treat birds with care). To receive credit for this item, both ideas must be selected.

Sample Response: 0 points

What is the point of view of **both** passages? Select **two** answers.

- Both authors feel that wild birds should not be pets.
- Both authors feel it is important to treat birds with care.
- Both authors feel it can be fun to watch young birds grow.
- Both authors feel a professional can be helpful when treating birds.
- Both authors feel that birds should not see a doctor unless they are sick.

#### Notes on Scoring

This response receives no credit (0 points) because the student identified only one of the shared points of view (it is important to treat birds with care). The second sentence describing shared points of view has not been identified. To receive credit for this item, both ideas must be selected.

Grade 3  
English Language Arts  
Practice Test

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Question 15

Question and Scoring Guidelines

## Question 15

Whether you are helping birds in the wild or keeping them as pets, they require special attention and care. Write a multi-paragraph response that explains why birds are different from other animals, and describe the most important things to keep in mind when caring for them. Use information from the sources to support your response.

As you write your response, be sure to:

- Review the sources
- Create clear, organized paragraphs
- Draw information from both sources
- Use evidence from the sources to support your points
- Pay attention to the grammar, structure, and mechanics of your sentences

Be sure to include:

- An introduction
- Information from the sources to support your explanation
- A conclusion

Write your multi-paragraph response in the space provided.

Points Possible: 10

Content Strand: Expository

Content Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grade 3-5 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A strongly maintained controlling idea with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• A partially focused controlling idea, but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Inappropriate or ineffective domain-specific vocabulary</li> <li>• Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage, but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Few transitional strategies</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/ evidence for the controlling idea or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>• Limited or inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>• Be blank or show a written refusal to answer</li> <li>• Be presented in a language other than English</li> <li>• Include only a restatement of the stem</li> <li>• Consist of random keystroke characters</li> <li>• Include only bulleted points</li> <li>• Include no transitional strategies</li> </ul>	<p>The response provides no support/evidence related to a main idea and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> <li>• Only direct copy of part of the reading selection</li> <li>• No citations from the source material</li> <li>• No relevant domain-specific vocabulary</li> <li>• No evidence from the support material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>



Grade 3  
English Language Arts  
Practice Test

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Question 15

Sample Responses

## Sample Response: 10 points

Helping our bird friends is an important job! People should know how to care for them and how they are different from other animals. One thing everyone should know before they take care of a bird is whether it is wild or a pet. Wild birds need different kinds of care than pet birds. There are special people called veterinarians and rehabilitators who know how to take care of birds.

First, to take care of a wild bird, ask what its situation is. If it is hurt, call a professional rehabilitator to help. Source 1 suggests putting the bird in a box with a towel in it while you wait for help. Make sure the box has holes for the bird to breathe. If the bird is not hurt, make sure it is in a safe place. After the bird is moved to a safe place like a tree branch, people and other animals need to stay away.

Taking care of pet birds takes many steps too. One thing pet bird owners need to do is to take the birds to a special veterinarian. They should take their pet birds once every year. A bird veterinarian, like Elizabeth Hall, looks at all the bird's parts. She listens to its heart and lungs. She also knows about the kinds of sicknesses birds get. In paragraph 16, she cared for a pigeon's sore feet. Another kind of doctor might not know how to treat birds.

Another thing people can do to care for pet birds is to feed them the right food. Elizabeth Hall says that some people give their birds birdseed. Even though it is called birdseed, it doesn't mean it is the best food. People should feed their birds special pellets or green vegetables like lettuce. Paragraph 11 says a good diet for birds also has fruit, cheese, and cooked meat.

Finally, birds are different than other animals in many ways. They can be a lot of different sizes. They can be as small as  $\frac{1}{4}$  of an ounce and as big as an 11 pound Turkey. They have amazing abilities. Paragraph 13 says birds have excellent vision and super strong hearing. Some birds like parrots and parakeets can talk, sometimes they have a vocabulary of 2000 words. This makes them special and people should take good care of them.

This is why taking care of birds should be left to the people who know what to do.

<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
<b>4</b>	<b>4</b>	<b>2</b>

## Notes on Scoring

This response receives full credit (10 points). There is a clearly stated main idea, “Wild birds need different kinds of care than pet birds”. There is a clear progression of ideas that are directly linked to the points made in the introductory paragraph. The response effectively uses transitional words (first, another, finally) to lead the reader through a well-crafted organizational pattern. The conclusion of the response, while brief, clearly sums up the major points of the piece.

The response effectively includes specific evidence that supports the primary idea. The evidence and elaboration is well integrated throughout the piece. Sentence structure varies from simple to complex. The response includes the use of academic and domain-specific vocabulary. The language used shows a clear understanding of the passages.

The response shows a sophisticated use of conventions. Examples can be seen in the correct use of commas to separate transitional words and to set apart dependent clauses (“First, to take care of a wild bird,” and “If the bird is not hurt, make sure it is in a safe place”). Capitalization and punctuation are accurate with very few minor errors (“...as big as an 11 pound Turkey”).

## Sample Response: 8 points

People have to be responsible with birds. They should be careful to do the right thing to help the birds. Some birds need different kind of help than other birds.

Sometimes, you may find a wild bird and wonder if it needs help. You should call a special person who knows how to fix birds. If the bird is hurt, they can help. First, put the bird in a cardboard box with something soft in it like a towel. Other times, wild birds are just learning to fly. Passage 1 says to move these birds to a safe branch and don't let your dog or your brother near it.

Pet birds are fun to have, but you have to care about them all the time. You have to take them to a bird doctor. She can examine your birds feathers, beaks, heart and lungs. She can tell you what to feed your bird. Don't feed your bird fatty food like birdseed. Birds like leafy greens and cooked meat and that's the food that is good for them. A bird doctor treats other animals like rabbits and hamsters, and snakes. It seems like they would eat each other. But she is the best for pet birds.

Birds can live a long time, too. Source 2 says some parrots live to be 60 years old, and that's pretty old. Dogs only live to be 15 maximum. Also, there are a lot of birds that can talk. It would be really amazing to have a talking bird. They say that some birds can learn 2,000 words. That's a lot.

Birds are hard to take care of, but you can learn to do it if you follow directions. People should remember what kind of bird they have and take it to the doctor when it is sick.

<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
<b>3</b>	<b>3</b>	<b>2</b>

## Notes on Scoring

This response receives partial credit (8 points).

The response is given three points for purpose, focus and organization. Two clear main points are stated ("People have to be responsible with birds." and "Some birds need different kinds of help than other birds."). The response includes a clear introductory paragraph, however, the conclusion is not directly related to the stated main points. There is evidence of the adequate use of transitional words and phrases ("sometimes" at the beginning of paragraph 2, "too" at the end of the first sentence of paragraph 4). The response includes a progression of ideas, but includes some extraneous information ("...don't let your dog or your brother near it") as well as some incorrect information ("A bird doctor treats other animals like rabbits and hamsters, and snakes. It seems like they would eat each other").

The response is given three points for evidence and elaboration. It includes referents to evidence in the text ("... can examine your birds feathers, beaks, heart and lungs"). Often the evidence is combined with personal opinion, which should not be a part of an explanatory response ("Also, there are a lot of birds that can talk. It would be really amazing to have a talking bird"). There is some evidence of academic vocabulary as well as some variability in sentence structure.

This response receives two points for conventions of standard English. It includes some minor errors in usage of conventions, such as pronoun agreement ("call a special person who knows how to fix birds/they") and spelling (responsible, leefy, examine).

## Sample Response: 5 points

People are always trying to help birds but they don't know how. You shouldn't touch a bird unless a adult is there. Maybe a bird fell from its nest. maybe it is learning how to walk or fly or maybe its hurt. Call someone if it is hurt.

A bird vet knows what to do with birds. They will not make them fat with birdseed. They will feed them healthy veggies. he will also look at it and decide if it is sick and needs medicine. Sometimes birds see better than other animals. Owls here better than other birds.

Talking parrots and parakeets are really cool. I want a parrot to sit on my sholder and say HELLO, HELLO.

Other than wild birds, you can have them as pets. but you have to be nice to them. don't make them sick because they will hide it from you.

<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
<b>2</b>	<b>2</b>	<b>1</b>

## Notes on Scoring

This response receives partial credit (5 points).

Two points are given for purpose, focus and organization. The response is loosely organized; it includes minimal evidence or organization. The introductory paragraph has a main point (“People are always trying to help birds, but they don’t know how”) that is loosely connected to the prompt. The progression of ideas is somewhat unclear and there is no evidence of transition from one paragraph to the next.

Two points are given for evidence and elaboration. The response includes a significant amount of extraneous information (“Sometimes birds see better than other animals. Owls here better than other animals”, “I want a parrot to sit on my shoulder and say HELLO, HELLO”). The response includes minimal evidence from the passages. There is little variety in sentence structure.

One point is given for conventions of standard English. There are multiple spelling errors (they, here, healthy, medicine). Beginning capitalization is often missing.

Sample Response: 3 points

Birds don't like to be sick. people need to pick up sick birds but be careful and call a grown up. birds have to learn to fly but sometime thir feet are sore so be careful! they can hop but not fly. go to the computer and to [www.owra.org](http://www.owra.org) to learn what to do whatever you do don't let your cat go near it. always put birds on a diet they eat green things and meets. its wurd that birds eat chicken. sometime they shoudn't eat anything. parrots live forever.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1



## Notes on Scoring

This response receives partial credit (3 points). One point is given for purpose, focus and organization. There is no clear main point and little evidence of a progression of ideas. The response shows very little understanding of the purpose of the passages. There is no evidence of the use of transitional strategies. Misinformation is included ("Parrots live forever").

One point is given for evidence and elaboration. The little evidence included is only loosely connected to information related to the prompt. The expression of ideas is limited and the vocabulary is basic, not reflective of academic or domain-specific language. Sentences are poorly structured and there are multiple examples of run-on sentences ("go to the computer and to [www.owra.org](http://www.owra.org) to lern what to do whatever you do don't let your cat go near it", "always put birds on a diet they eat green things and meets").

One point is given for conventions of standard English. There are frequent errors with beginning capitalization and multiple misspellings of grade appropriate words (carful, lern, meets, wird).

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# Ohio's State Tests

**PRACTICE TEST ANSWER KEY &  
SCORING GUIDELINES**

**GRADE 3  
MATHEMATICS**

# Table of Contents

Questions 1 – 23: Content Summary and Answer Key .....	iii
Question 1: Question and Scoring Guidelines.....	1
Question 1: Sample Response .....	3
Question 2: Question and Scoring Guidelines.....	5
Question 2: Sample Responses .....	9
Question 3: Question and Scoring Guidelines .....	15
Question 3: Sample Responses .....	19
Question 4: Question and Scoring Guidelines.....	25
Question 4: Sample Responses .....	29
Question 5: Question and Scoring Guidelines.....	41
Question 5: Sample Responses .....	45
Question 6: Question and Scoring Guidelines .....	49
Question 6: Sample Responses .....	53
Question 7: Question and Scoring Guidelines.....	59
Question 7: Sample Responses .....	63
Question 8: Question and Scoring Guidelines.....	69
Question 8: Sample Response .....	71
Question 9: Question and Scoring Guidelines.....	73
Question 9: Sample Responses .....	77
Question 10: Question and Scoring Guidelines.....	81
Question 10: Sample Responses.....	85
Question 11: Question and Scoring Guidelines.....	91
Question 11: Sample Responses.....	93
Question 12: Question and Scoring Guidelines.....	99
Question 12: Sample Responses.....	101
Question 13: Question and Scoring Guidelines.....	107
Question 13: Sample Responses.....	111
Question 14: Question and Scoring Guidelines.....	117
Question 14: Sample Responses.....	121

Question 15: Question and Scoring Guidelines.....	127
Question 15: Sample Responses.....	131
Question 16: Question and Scoring Guidelines.....	137
Question 16: Sample Responses.....	141
Question 17: Question and Scoring Guidelines.....	147
Question 17: Sample Response .....	149
Question 18: Question and Scoring Guidelines.....	151
Question 18: Sample Response .....	153
Question 19: Question and Scoring Guidelines.....	155
Question 19: Sample Responses.....	159
Question 20: Question and Scoring Guidelines.....	165
Question 20: Sample Response .....	167
Question 21: Question and Scoring Guidelines.....	169
Question 21: Sample Responses.....	173
Question 22: Question and Scoring Guidelines.....	177
Question 22: Sample Response .....	179
Question 23: Question and Scoring Guidelines.....	181
Question 23: Sample Response .....	183

Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
1	Multiple Choice	Develop understanding of fractions as numbers.	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ . (3.NF.1)	C	1 point
2	Table Item	Represent and solve problems involving multiplication and division.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times \square = 48$ , $5 = \square \div 3$ , and $6 \times 6 = \square$ . (3.OA.4)	---	1 point
3	Graphic Response	Represent and interpret data.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)	---	1 point
4	Short Response	Represent and solve problems involving multiplication and division.	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ . (3.OA.1)	---	2 points

Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
5	Equation Item	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6)	---	1 point
6	Graphic Response	Develop understanding of fractions as numbers.	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ . (3.NF.1)	---	1 point
7	Table Item	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1)	---	1 point
8	Multi-Select Item	Represent and solve problems involving multiplication and division.	Interpret whole-number quotients of whole numbers, for example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ . (3.OA.2)	D, E	1 point

Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
9	Graphic Response	Represent and interpret data.	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3.MD.4)	---	1 point
10	Graphic Response	Reason with shapes and their attributes.	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.1)	---	1 point
11	Equation Item	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1)	---	1 point
12	Equation Item	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations. (3.NBT.3)	---	1 point



Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
13	Equation Item	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.7a)	---	1 point
14	Graphic Response	Develop understanding of fractions as numbers.	Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. (3.NF.2b)	---	1 point
15	Equation Item	Represent and interpret data.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)	---	1 point
16	Equation Item	Multiply and divide within 100.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By end of grade 3, know from memory all products of one-digit numbers. (3.OA.7)	---	1 point

Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
17	Multiple Choice	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)	B	1 point
18	Multiple Choice	Develop understanding of fractions as numbers.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$ ; recognize that $\frac{6}{1} = 6$ ; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. (3.NF.3c)	B	1 point
19	Equation Item	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2)	---	1 point

Grade 3 Math  
Practice Test  
Content Summary and Answer Key

Question No.	Item Type	Content Cluster	Content Standard	Answer Key	Points
20	Multiple Choice	Develop understanding of fractions as numbers.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. (3.NF.3d)	A	1 point
21	Equation Item	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.7a)	---	1 point
22	Multiple Choice	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)	C	1 point
23	Multiple Choice	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Recognize area as an attribute of plane figures and understand concepts of area measurement. b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units. (3.MD.5b)	B	1 point



Grade 3  
Math  
Practice Test

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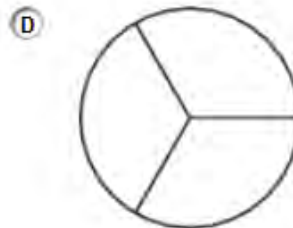
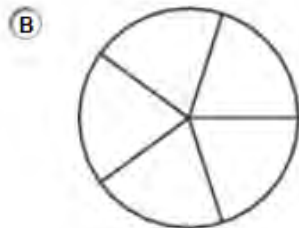
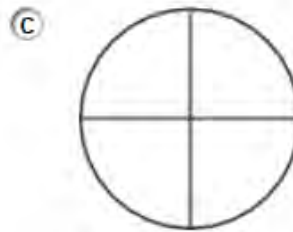
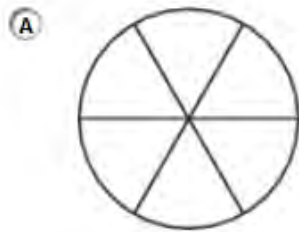
Question 1

Question and Scoring Guidelines

## Question 1

Dawn has  $\frac{1}{4}$  of a whole fraction model.

Which fraction model should Dawn make to represent the whole figure?



Points Possible: 1

Content Cluster: Develop understanding of fractions as numbers.

Content Standard: Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ . (3.NF.1)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The student may have incorrectly identified the whole figure that the part belonged to.

Rationale for Option B: This is incorrect. The student may have considered the whole to contain 5 parts, making the fraction  $\frac{1}{4}$  when one piece was removed, leaving 4 parts.

Rationale for Option C: Key – The student correctly identified the whole model containing 4 parts.

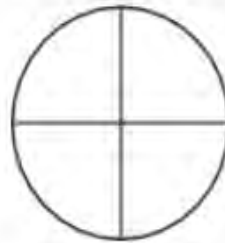
Rationale for Option D: This is incorrect. The student may have considered the whole to contain 3 parts, making the fraction  $\frac{1}{4}$  when one piece was added, making 4 parts.

Sample Response: 1 point

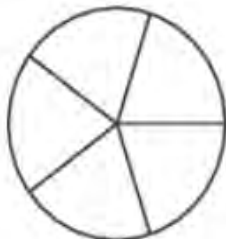
Dawn has  $\frac{1}{4}$  of a whole fraction model.

Which fraction model should Dawn make to represent the whole figure?

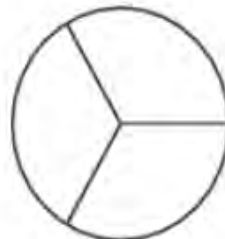
A



B



D







Grade 3  
Math  
Practice Test

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Question 2

Question and Scoring Guidelines

## Question 2

Fill in the table to complete each equation.

A.	12	×	<input type="text"/>	=	36
B.	24	÷	4	=	<input type="text"/>
C.	<input type="text"/>	×	7	=	56
D.	9	×	<input type="text"/>	=	27

Points Possible: 1

Content Cluster: Represent and solve problems involving multiplication and division.

Content Standard: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times \square = 48$ ,  $5 = \square \div 3$ , and  $6 \times 6 = \square$ .  
(3.OA.4)

# Scoring Guidelines

## Exemplar Response

A.	12	×	3	=	36
B.	24	÷	4	=	6
C.	8	×	7	=	56
D.	9	×	3	=	27

## Other Correct Responses

- Any equivalent decimal value

For this item, a full-credit response includes:

- Four correct values (1 point).



Grade 3  
Math  
Practice Test

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Question 2

Sample Responses

Sample Response: 1 point

Fill in the table to complete each equation.

A.	12	×	3	=	36
B.	24	÷	4	=	6
C.	8	×	7	=	56
D.	9	×	3	=	27

Notes on Scoring

This response earns full credit (1 point) because the student correctly identified the missing value to complete each equation.

Sample Response: 1 point

Fill in the table to complete each equation.

A.	12	×	3.0	=	36
B.	24	÷	4	=	6.0
C.	8.0	×	7	=	56
D.	9	×	3.0	=	27

#### Notes on Scoring

This response earns full credit (1 point) because the student correctly identified the missing value in decimal form to complete each equation.

*While decimals are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent value to a correct response.*

Sample Response: 0 points

Fill in the table to complete each equation.

A.	12	×	4	=	36
B.	24	÷	4	=	6
C.	8	×	7	=	56
D.	9	×	3	=	27

#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the missing value in one of the equations.

- The student correctly identified the missing value in three of the equations.  
 $24 \div 4 = 6$   
 $8 \times 7 = 56$   
 $9 \times 3 = 27$
- The student did not correctly identify the missing value in one of the equations.  
 $12 \times 4 \neq 36$



Sample Response: 0 points

Fill in the table to complete each equation.

A.	12	×	3	=	36
B.	24	÷	4	=	6
C.	6	×	7	=	56
D.	9	×	3	=	27

#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the missing value in one of the equations.

- The student correctly identified the missing value in three of the equations.  
 $12 \times 3 = 36$   
 $24 \div 4 = 6$   
 $9 \times 3 = 27$
- The student did not correctly identify the missing value in one of the equations.  
 $6 \times 7 \neq 56$



Grade 3  
Math  
Practice Test

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Question 3

Question and Scoring Guidelines

### Question 3

Mitch asks some students on the playground what class they had before recess. The results are shown in the table.

**Class Before Recess**


Class	Number of Students
Math	6
English	3
Science	2
Social Studies	5

Drag books and half books to each row to create a picture graph that represents the data.

**Class Before Recess**

Math	
English	
Science	
Social Studies	

**Key**

 = 2 students

Points Possible: 1

Content Cluster: Represent and interpret data.

Content Standard: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)

# Scoring Guidelines

## Exemplar Response

<b>Math</b>	
<b>English</b>	
<b>Science</b>	
<b>Social Studies</b>	

## Other Correct Responses

- Two half books can replace any one book
- The books can be placed in any part of the row

For this item, a full-credit response includes:

- The correct picture graph (1 point).



Grade 3  
Math  
Practice Test

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Question 3

Sample Responses





Sample Response: 1 point


Mitch asks some students on the playground what class they had before recess. The results are shown in the table.

Class Before Recess	
Class	Number of Students
Math	6
English	3
Science	2
Social Studies	5

Drag books and half books to each row to create a picture graph that represents the data.

**Class Before Recess**

Math	
English	
Science	
Social Studies	

**Key**  
 = 2 students

### Notes on Scoring

This response earns full credit (1 point) because the student correctly created a picture graph that represents the data in the table.



Sample Response: 1 point





Mitch asks some students on the playground what class they had before recess. The results are shown in the table.

Class Before Recess	
Class	Number of Students
Math	6
English	3
Science	2
Social Studies	5


Drag books and half books to each row to create a picture graph that represents the data.

Delete

### Class Before Recess

Math	
English	
Science	
Social Studies	

**Key**

 = 2 students

Notes on Scoring

This response earns full credit (1 point) because the student correctly created a picture graph that represents the data in the table.





Sample Response: 0 points


Mitch asks some students on the playground what class they had before recess. The results are shown in the table.

Class Before Recess	
Class	Number of Students
Math	6
English	3
Science	2
Social Studies	5

Drag books and half books to each row to create a picture graph that represents the data.

**Class Before Recess**

Math	
English	
Science	
Social Studies	

**Key**  
 = 2 students

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a picture graph that represents the data in the table.

- Each subject shown on the graph contains twice as many students as are identified in the table.
- The student may have thought that each full book shown on the graph represented one student instead of two students.





Sample Response: 0 points


Mitch asks some students on the playground what class they had before recess. The results are shown in the table.

Class Before Recess	
Class	Number of Students
Math	6
English	3
Science	2
Social Studies	5

Drag books and half books to each row to create a picture graph that represents the data.

**Class Before Recess**

Math	
English	
Science	
Social Studies	

**Key**  
 = 2 students

Select an object to remove.

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a picture graph that represents the data in the table.

- The number of students who have English before recess is incorrectly shown as four on the graph.
- The number of students who have Social Studies before recess is incorrectly shown as six on the graph.
- The student may have thought the graph could only represent even numbers of students and therefore incorrectly represented the odd numbers of students.



Grade 3  
Math  
Practice Test

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Question 4

Question and Scoring Guidelines

## Question 4

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Points Possible: 2

Content Cluster: Represent and solve problems involving multiplication and division.

Content Standard: Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ . (3.OA.1)

# Scoring Guidelines

## Correct Responses

For example, the response may include:

- Oliver has 2 key chains. Each key chain has 8 keys on it. Oliver multiplies 2 and 8 to get a total of 16 keys.
- Jena and Farrah each have 8 pencils. The total number of pencils they have is 2 times 8 or 16.
- Ricardo lines up 8 rows of chairs with 2 chairs in each row. There are 16 chairs overall.
- Jack has 2 boxes of 8 candy canes each. 16.

## Score Point

## Description

2 points

The focus of this item is to interpret a product of numbers by providing a story context that models the given expression. The response gives a situation that is modeled by  $2 \times 8$  with supporting work that includes the product 16.

1 point

The response provides evidence of a partially correct answer and/or solution process. The response shows understanding of some key elements of the task but contains gaps or flaws or a minor calculation error.

0 points

The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written, "I don't know."





Grade 3  
Math  
Practice Test

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Question 4

Sample Responses

Sample Response: 2 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

On the side of a 2 story building, there are 8 windows per floor. There are 16 windows.

#### Notes on Scoring

This response earns full credit (2 points) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 8$ , and the student gave the correct value for the expression  $2 \times 8$ .

Sample Response: 2 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

A classroom has 8 desks. On each desk, there are 2 computers. The teacher multiplies 8 and 2 to get a total of 16 computers.

#### Notes on Scoring

This response earns full credit (2 points) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 8$ , and the student gave the correct value for the expression  $2 \times 8$ .

Sample Response: 2 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Josh brought two pizzas to a party. Each pizza has eight slices. Josh has 16 slices of pizza.

#### Notes on Scoring

This response earns full credit (2 points) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 8$ , and the student gave the correct value for the expression  $2 \times 8$ .

Sample Response: 1 point

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

There are 2 spiders with 8 legs each. Adding 2 and 8 gives you a total of 10 legs.

#### Notes on Scoring

This response earns partial credit (1 point) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 8$ .

- The student gave the incorrect value for the expression  $2 \times 8$ . Instead of multiplying  $2 \times 8$ , the student may have added 2 and 8.

$$2 \times 8 \neq 10$$

Sample Response: 1 point

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Every cube has 8 faces. Jane has 2 cubes. She multiplies 2 and 8 to get 24 faces.

#### Notes on Scoring

This response earns partial credit (1 point) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 8$ .

- The student gave the incorrect value for the expression  $2 \times 8$ .  
 $2 \times 8 \neq 24$

Sample Response: 1 point

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Haley has 8 pieces of candy in her right pocket and 2 pieces of candy in her left pocket. She multiplies 8 and 2 to get a total of 16.

#### Notes on Scoring

This response earns partial credit (1 point) because the student gave the correct value for the expression  $2 \times 8$ .

- The student did not write a story problem that can be used to represent the expression  $2 \times 8$ .
- The student may have overlooked that the context of the story problem needed to involve equal groups when he/she thought 8 pieces of candy and 2 pieces of candy are the same as having 16 pieces of candy.

Sample Response: 1 point

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Alex has 2 sets of markers. Both sets have 10 markers each. He has 20 markers total.

#### Notes on Scoring

This response earns partial credit (1 point) because the student correctly wrote a story problem that can be used to represent the expression  $2 \times 10$  and the student gave the correct value for the expression  $2 \times 10$ .

- Although the student used different numbers than were given in the prompt, the response shows understanding of a key element of the task.



Sample Response: 0 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

There are 2 trees on one side of the street and 8 trees on the other. There are 10 trees on this street.

#### Notes on Scoring

This response earns no credit (0 points) because the student did not write a story problem that represents the expression  $2 \times 8$ , and the student gave the incorrect value for the expression  $2 \times 8$ .

- The student may have overlooked that the context of the story problem needed to involve equal groups when he/she thought 2 trees and 8 trees are the same as  $2 \times 8$ .
- The student may have thought the expression  $2 \times 8$  is equal to 10 instead of 16.

$$2 \times 8 \neq 10$$

Sample Response: 0 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

Alicia bakes 2 apple pies and 8 cherry pies. She used 16 apples.

#### Notes on Scoring

This response earns no credit (0 points) because the student wrote a story problem that cannot be used to represent the expression  $2 \times 8$ .

- While the student did use 16, the response contains an incorrect representation of  $2 \times 8$ , and an incorrect connection of 16 to the expression.

Sample Response: 0 points

Write a story problem that could be represented by the expression  $2 \times 8$ .

Give the value of the expression  $2 \times 8$  as part of your story problem.

Type your story problem and answer in the space given.

A story problem can be represented by the expression  $2 \times 8$ . The story also includes the product of that expression.

#### Notes on Scoring

This response earns no credit (0 points) because the student did not write a story problem that can be used to represent the expression  $2 \times 8$  and did not identify a value for the expression  $2 \times 8$ .

- The student may have restated the important information without understanding the need to include additional information.



Grade 3  
Math  
Practice Test

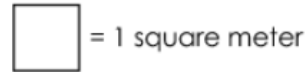
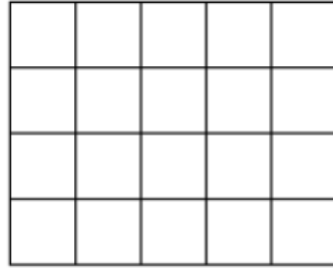
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Question 5

Question and Scoring Guidelines

## Question 5

The floor of a rectangular playroom is covered by square tiles as shown.



What is the area, in square meters, of the playroom floor? Enter the number in the box.

*square meters*

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Points Possible: 1

Content Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Content Standard: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6)

# Scoring Guidelines

## Exemplar Response

- 20 square meters

## Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct area (1 point).





Grade 3  
Math  
Practice Test

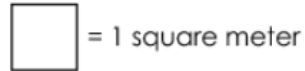
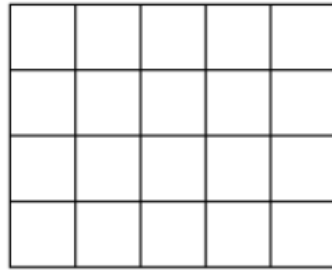
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Question 5

Sample Responses

Sample Response: 1 point

The floor of a rectangular playroom is covered by square tiles as shown.



What is the area, in square meters, of the playroom floor? Enter the number in the box.

20

*square meters*



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

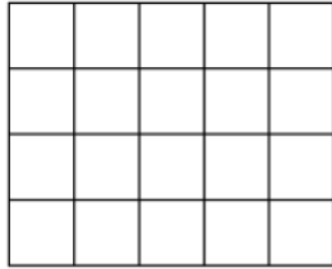
#### Notes on Scoring


This response earns full credit (1 point) because the student correctly identified the area of the rectangular playroom.

- The student may have counted the 4 rows of 5 tiles.  
 $5 + 5 + 5 + 5 = 20$  square meters
- The student may have counted the 5 rows of 4 tiles.  
 $4 + 4 + 4 + 4 + 4 = 20$  square meters

Sample Response: 0 points

The floor of a rectangular playroom is covered by square tiles as shown.



 = 1 square meter

What is the area, in square meters, of the playroom floor? Enter the number in the box.

54

*square meters*



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

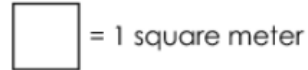
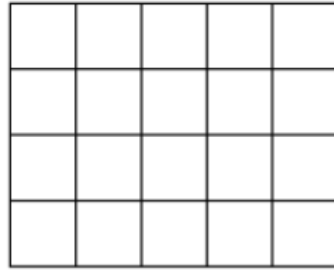
#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the area of the rectangular playroom.

- The student may have thought the width equals 5 meters and the length equals 4 meters, and therefore, the area equals 54 square meters.

Sample Response: 0 points

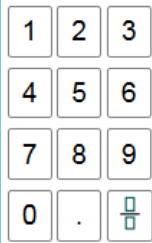
The floor of a rectangular playroom is covered by square tiles as shown.



What is the area, in square meters, of the playroom floor? Enter the number in the box.

45

*square meters*



#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the area of the rectangular playroom.

- The student may have thought the length equals 4 meters and the width equals 5 meters, and therefore, the area equals 45 square meters.

Grade 3  
Math  
Practice Test

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Question 6

Question and Scoring Guidelines

## Question 6

Casey drew a fraction model with  $\frac{5}{6}$  shaded.

Place shaded and unshaded blocks in the empty box to show a fraction model that Casey could have drawn.

- You may use each block more than once.
- There may be more than one correct answer.

Select an object to remove.

Points Possible: 1

Content Cluster: Develop understanding of fractions as numbers.

Content Standard: Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ . (3.NF.1)

# Scoring Guidelines

## Exemplar Response



## Other Correct Responses

- Any ratio of shaded boxes to unshaded boxes equivalent to 5 to 1

For this item, a full-credit response includes:

- A correct model (1 point).





Grade 3  
Math  
Practice Test

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Question 6

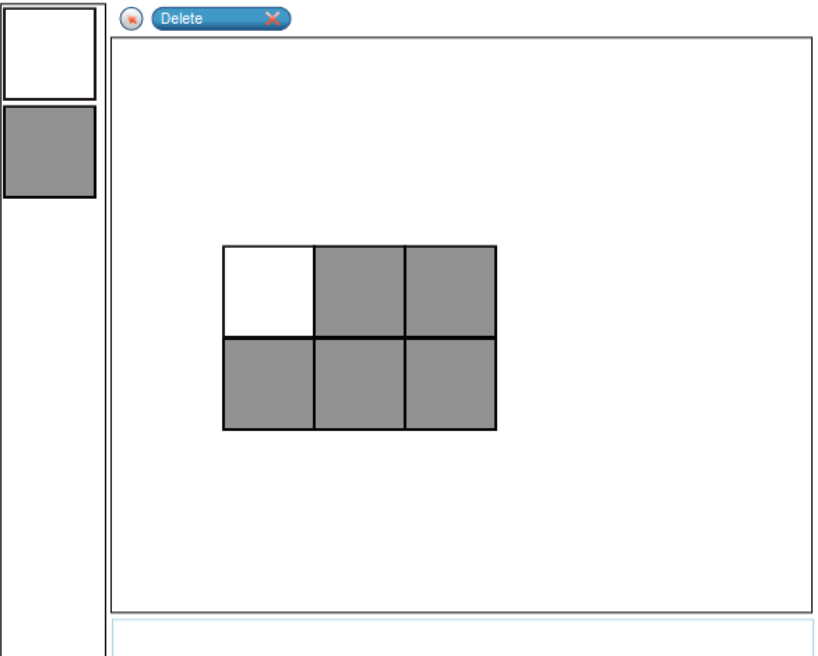
Sample Responses

Sample Response: 1 point

Casey drew a fraction model with  $\frac{5}{6}$  shaded.

Place shaded and unshaded blocks in the empty box to show a fraction model that Casey could have drawn.

- You may use each block more than once.
- There may be more than one correct answer.



The interface shows a 2x3 grid of six tiles. The top-left tile is unshaded, and the other five tiles are shaded. To the left of the grid is a vertical stack of two blocks: one unshaded and one shaded. A 'Delete' button is at the top right of the grid area.

Notes on Scoring

This response earns full credit (1 point) because the student correctly created a fraction model with  $\frac{5}{6}$  of the model shaded.

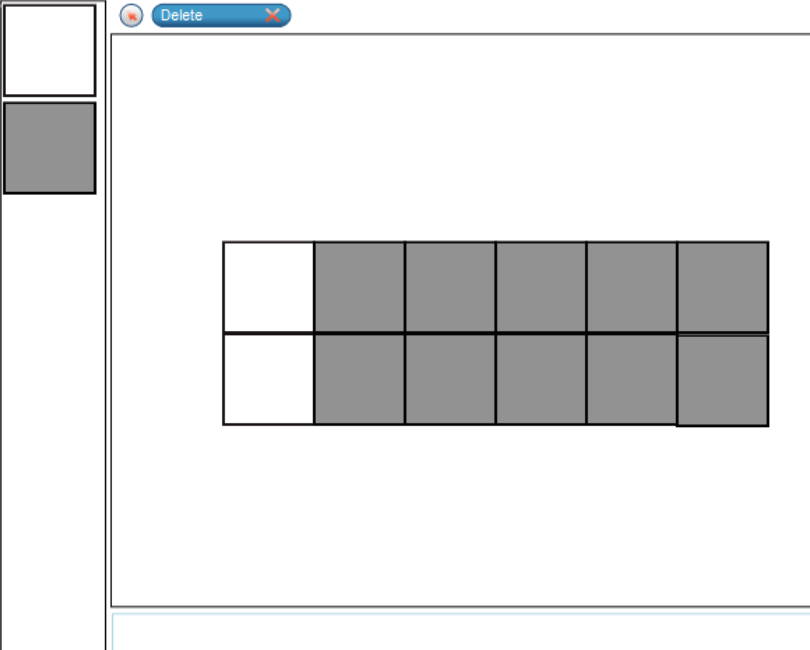
- While the example shows the upper left tile unshaded, the student could have created any rectangular configuration with 5 shaded tiles and 1 unshaded tile.

## Sample Response: 1 point

Casey drew a fraction model with  $\frac{5}{6}$  shaded.

Place shaded and unshaded blocks in the empty box to show a fraction model that Casey could have drawn.

- You may use each block more than once.
- There may be more than one correct answer.



### Notes on Scoring

This response earns full credit (1 point) because the student correctly created a fraction model with  $\frac{5}{6}$  of the model shaded.

- While the example shows the two left-most tiles unshaded, the student could have created any rectangular configuration with 10 shaded tiles and 2 unshaded tiles.

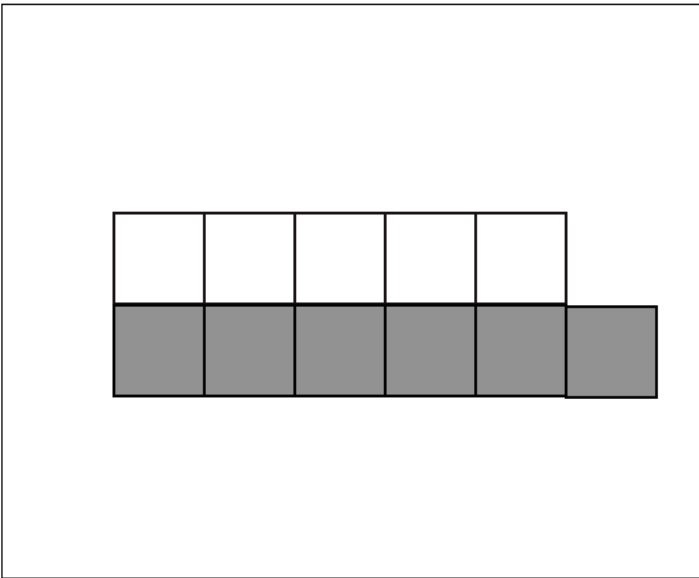
*While fractions with denominators of 12 are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent fraction to a correct response.*

## Sample Response: 0 points

Casey drew a fraction model with  $\frac{5}{6}$  shaded.

Place shaded and unshaded blocks in the empty box to show a fraction model that Casey could have drawn.

- You may use each block more than once.
- There may be more than one correct answer.



### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a fraction model with  $\frac{5}{6}$  of the model shaded.

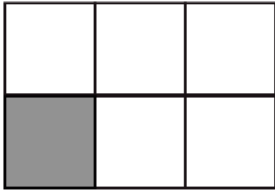
- The student may have overlooked that the fraction model created needed a total of 6 blocks, or a multiple of 6 blocks, and may have confused shaded and unshaded blocks.

## Sample Response: 0 points

Casey drew a fraction model with  $\frac{5}{6}$  shaded.

Place shaded and unshaded blocks in the empty box to show a fraction model that Casey could have drawn.

- You may use each block more than once.
- There may be more than one correct answer.



The image shows a digital workspace for a fraction model. On the left, there is a vertical toolbar with two blocks: a white one on top and a gray one below it. The main workspace contains a 2x3 grid of six blocks. The bottom-left block is shaded gray, and the other five blocks are white. A 'Delete' button is visible in the top right corner of the workspace.

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a fraction model with  $\frac{5}{6}$  of the model shaded.

- The student may have confused shaded and unshaded blocks.



Grade 3  
Math  
Practice Test

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Question 7

Question and Scoring Guidelines

## Question 7

Duncan does four chores to take care of his dog.

- He begins the chores at 11:15 a.m. and does not stop until he finishes all four chores.
- Duncan completes one chore before starting another.
- Duncan spends at least 1 minute on each chore.
- Duncan washes the dog from 11:40 a.m. to 12:13 p.m.
- Duncan finishes the chores at 12:35 p.m.

Complete the table to show how many minutes Duncan could spend on each of the three remaining chores.

Chore	Minutes
Brush dog	<input type="text"/>
Clean dog's food and water dishes	<input type="text"/>
Feed dog	<input type="text"/>

Points Possible: 1

Content Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Content Standard: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1)



# Scoring Guidelines

## Exemplar Response

<b>Chore</b>	<b>Minutes</b>
Brush dog	22
Clean dog's food and water dishes	15
Feed dog	10

## Other Correct Responses

- Three numbers, which are all greater than or equal to 1, where
  - One number is 25 and the other two add to 22;OR
  - One number is 22 and the other two add to 25.

For this item, a full-credit response includes:

- Three correct times (1 point).



Grade 3  
Math  
Practice Test

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Question 7

Sample Responses

## Sample Response: 1 point

Duncan does four chores to take care of his dog.

- He begins the chores at 11:15 a.m. and does not stop until he finishes all four chores.
- Duncan completes one chore before starting another.
- Duncan spends at least 1 minute on each chore.
- Duncan washes the dog from 11:40 a.m. to 12:13 p.m.
- Duncan finishes the chores at 12:35 p.m.

Complete the table to show how many minutes Duncan could spend on each of the three remaining chores.

Chore	Minutes
Brush dog	25
Clean dog's food and water dishes	2
Feed dog	20

### Notes on Scoring

This response earns full credit (1 point) because the student identified a correct number of minutes Duncan could spend on each chore.

The student chose to have Duncan brush the dog before washing the dog, and then complete the other two chores after the dog is washed.

- To find the amount of time spent before washing the dog, the student may have used subtraction to find the difference between the times 11:40 and 11:15.  
 $11:40 - 11:15 = 25$  minutes
- To find the amount of time spent cleaning the dog's food and water dishes and to feed the dog, the student may have used subtraction to find the difference between the times 12:35 and 12:13.  
 $12:35 - 12:13 = 22$  minutes
- The two remaining chores can be any amount of time as long as each chore takes at least 1 minute and the total time for both chores is 22 minutes.
- The student chose to have Duncan spend 2 minutes cleaning the food and water dishes, and 20 minutes feeding the dog.  
 $20 + 2 = 22$  minutes

## Sample Response: 1 point

Duncan does four chores to take care of his dog.

- He begins the chores at 11:15 a.m. and does not stop until he finishes all four chores.
- Duncan completes one chore before starting another.
- Duncan spends at least 1 minute on each chore.
- Duncan washes the dog from 11:40 a.m. to 12:13 p.m.
- Duncan finishes the chores at 12:35 p.m.

Complete the table to show how many minutes Duncan could spend on each of the three remaining chores.

Chore	Minutes
Brush dog	13
Clean dog's food and water dishes	12
Feed dog	22

### Notes on Scoring

This response earns full credit (1 point) because the student identified a correct number of minutes Duncan could spend on each chore.

The student chose to have Duncan brush the dog and clean the dog's food and water dishes before washing the dog. The student chose to have Duncan feed the dog after the dog is washed.

- To find the amount of time spent before washing the dog, the student may have used subtraction to find the difference between the times 11:40 and 11:15.  
 $11:40 - 11:15 = 25$  minutes
- The first two chores can be any amount of time as long as each chore takes at least 1 minute and the total time for both chores does not exceed 25 minutes.
- The student chose to have Duncan brush the dog for 13 minutes and clean the dog's food and water dishes for 12 minutes.  
 $13 + 12 = 25$  minutes
- To find the amount of time spent to feed the dog, the student may have used subtraction to find the difference between the times 12:35 and 12:13.  
 $12:35 - 12:13 = 22$  minutes

## Sample Response: 0 points

Duncan does four chores to take care of his dog.

- He begins the chores at 11:15 a.m. and does not stop until he finishes all four chores.
- Duncan completes one chore before starting another.
- Duncan spends at least 1 minute on each chore.
- Duncan washes the dog from 11:40 a.m. to 12:13 p.m.
- Duncan finishes the chores at 12:35 p.m.

Complete the table to show how many minutes Duncan could spend on each of the three remaining chores.

Chore	Minutes
Brush dog	<input type="text" value="1"/>
Clean dog's food and water dishes	<input type="text" value="1"/>
Feed dog	<input type="text" value="45"/>

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the number of minutes Duncan could spend on each chore.

- The student identified the correct total amount of time Duncan can spend on the three chores: 47 minutes. The student did not correctly identify the amount of time Duncan can spend on each chore, because Duncan has to complete each chore before starting another. Duncan cannot spend 45 minutes feeding the dog, because no matter when he started, the time would overlap with the time he spent washing the dog from 11:40 a.m. to 12:13 p.m.

## Sample Response: 0 points

Duncan does four chores to take care of his dog.

- He begins the chores at 11:15 a.m. and does not stop until he finishes all four chores.
- Duncan completes one chore before starting another.
- Duncan spends at least 1 minute on each chore.
- Duncan washes the dog from 11:40 a.m. to 12:13 p.m.
- Duncan finishes the chores at 12:35 p.m.

Complete the table to show how many minutes Duncan could spend on each of the three remaining chores.

Chore	Minutes
Brush dog	<input type="text" value="20"/>
Clean dog's food and water dishes	<input type="text" value="30"/>
Feed dog	<input type="text" value="30"/>

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the number of minutes Duncan could spend on each chore.

- The student identified the total amount of time Duncan spent on all four of his chores: 80 minutes. The student may have then overlooked the 33 minutes from 11:40 a.m. to 12:13 p.m. that Duncan spent washing the dog.





Grade 3  
Math  
Practice Test

---

Question 8

Question and Scoring Guidelines

## Question 8

Sandra has 24 strawberries.

Select the two situations that can be represented by the expression  $24 \div 4$ .

- She puts 4 strawberries into a container.
- Her friend gives her 4 more strawberries.
- Her 4 friends each give her 24 more strawberries.
- She places an equal number of strawberries into 4 containers.
- She gives the same number of strawberries to each of 4 friends.

Points Possible: 1

Content Cluster: Represent and solve problems involving multiplication and division.

Content Standard: Interpret whole-number quotients of whole numbers, for example, interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ . (3.OA.2)

## Scoring Guidelines

Rationale for First Option: This is incorrect. The student may have confused division with subtraction.

Rationale for Second Option: This is incorrect. The student may have confused division with addition.

Rationale for Third Option: This is incorrect. The student may have confused division with multiplication.

Rationale for Fourth Option: Key – The student correctly identified a situation that involves division.

Rationale for Fifth Option: Key – The student correctly identified a situation that involves division.

Sample Response: 1 point

**Sandra has 24 strawberries.**

**Select the two situations that can be represented by the expression  $24 \div 4$ .**

- She puts 4 strawberries into a container.
- Her friend gives her 4 more strawberries.
- Her 4 friends each give her 24 more strawberries.
- She places an equal number of strawberries into 4 containers.
- She gives the same number of strawberries to each of 4 friends.



Grade 3  
Math  
Practice Test

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Question 9

Question and Scoring Guidelines

## Question 9

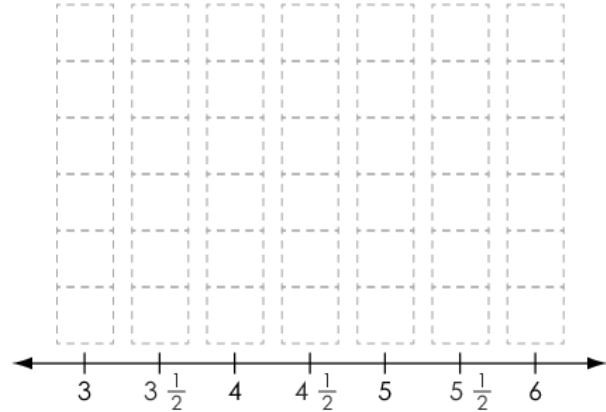
Betty measures the heights of her plants. The results are shown in the table.

**Plant Height Data**

Plant	Plant Height (inches)
Plant 1	$4\frac{1}{2}$
Plant 2	6
Plant 3	$3\frac{1}{2}$
Plant 4	$4\frac{1}{2}$
Plant 5	6
Plant 6	3

Select boxes to create a line plot that represents the heights of Betty's plants.

**Plant Height Data**



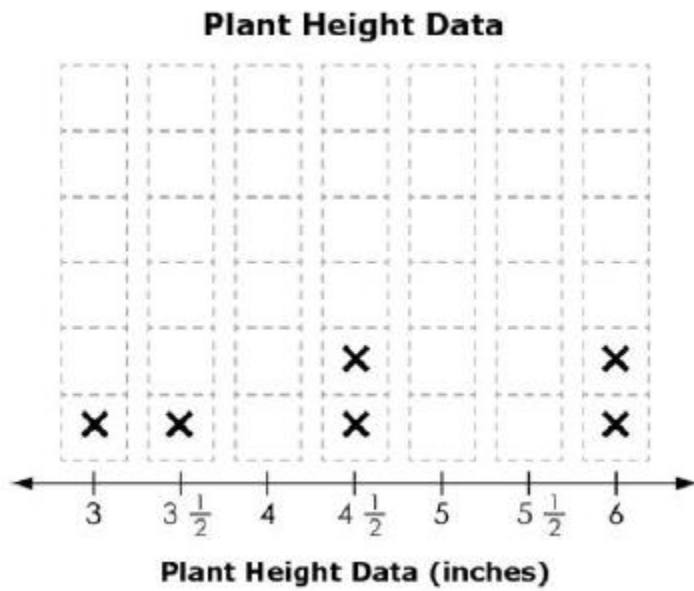
Points Possible: 1

Content Cluster: Represent and interpret data.

Content Standard: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3.MD.4)

# Scoring Guidelines

## Exemplar Response



## Other Correct Responses

- N/A

For this item, a full-credit response includes:

- The correct line plot (1 point).





Grade 3  
Math  
Practice Test

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Question 9

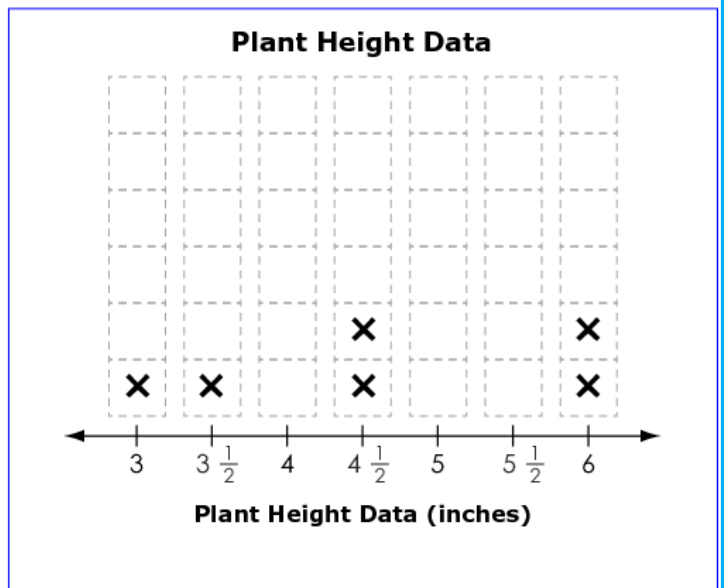
Sample Responses

Sample Response: 1 point

Betty measures the heights of her plants. The results are shown in the table.

**Plant Height Data**

Plant	Plant Height (inches)
Plant 1	$4\frac{1}{2}$
Plant 2	6
Plant 3	$3\frac{1}{2}$
Plant 4	$4\frac{1}{2}$
Plant 5	6
Plant 6	3



Select boxes to create a line plot that represents the heights of Betty's plants.

Notes on Scoring

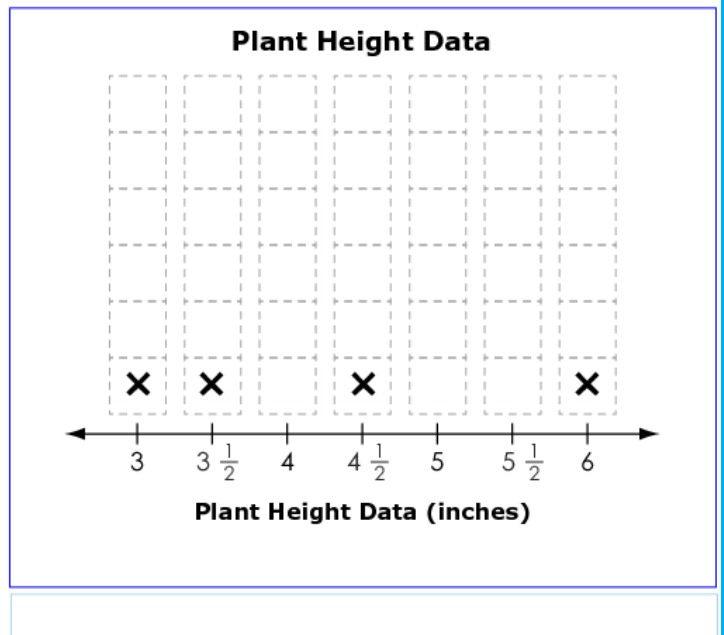
This response earns full credit (1 point) because the student correctly created a line plot representing the data in the table.

Sample Response: 0 points

Betty measures the heights of her plants. The results are shown in the table.

**Plant Height Data**

Plant	Plant Height (inches)
Plant 1	$4\frac{1}{2}$
Plant 2	6
Plant 3	$3\frac{1}{2}$
Plant 4	$4\frac{1}{2}$
Plant 5	6
Plant 6	3



Select boxes to create a line plot that represents the heights of Betty's plants.

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a line plot representing the data in the table.

- The student may have thought each height from the table only needed to be represented on the line plot once.

Sample Response: 0 points

Betty measures the heights of her plants. The results are shown in the table.

**Plant Height Data**

Plant	Plant Height (inches)
Plant 1	$4\frac{1}{2}$
Plant 2	6
Plant 3	$3\frac{1}{2}$
Plant 4	$4\frac{1}{2}$
Plant 5	6
Plant 6	3

Select boxes to create a line plot that represents the heights of Betty's plants.

**Plant Height Data**



### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly create a line plot representing the data in the table.

- The student may have thought each height from the table needed to be shown on the line plot twice.

Grade 3  
Math  
Practice Test

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Question 10

Question and Scoring Guidelines

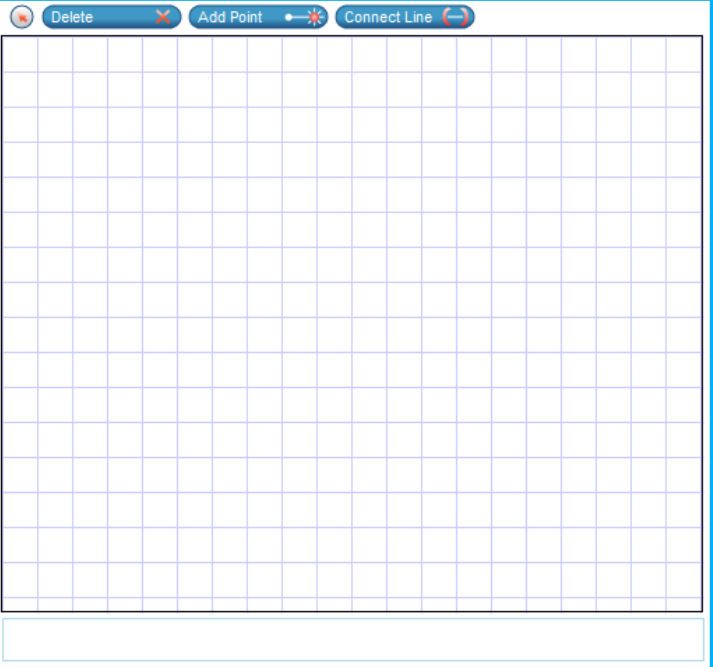
## Question 10

A quadrilateral has the properties shown.

- It has at least one right angle.
- It is not a rectangle.

Use the Connect Line tool to create a possible quadrilateral that has these properties.

- Draw only one shape.
- There may be more than one correct answer.



The workspace contains a grid and a toolbar with three tools: 'Delete' (with a red 'X' icon), 'Add Point' (with a red star icon), and 'Connect Line' (with a red double-headed arrow icon). The grid is a 20x20 square grid.

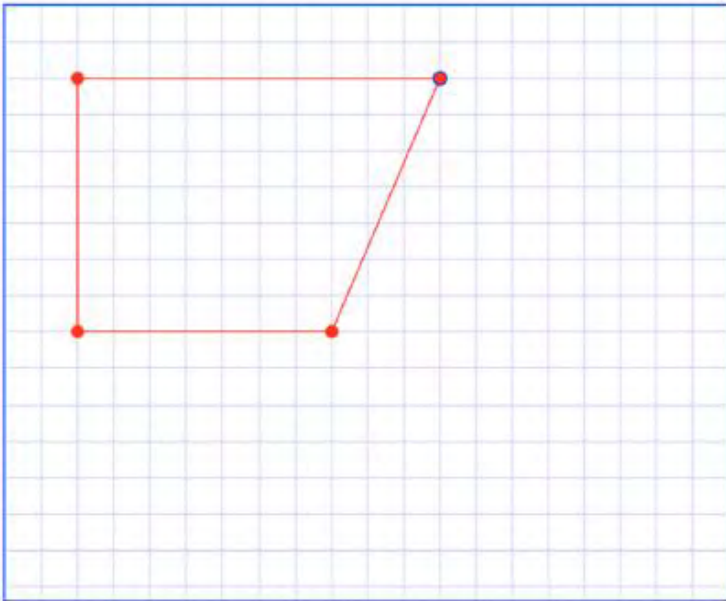
Points Possible: 1

Content Cluster: Reason with shapes and their attributes.

Content Standard: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.1)

# Scoring Guidelines

## Exemplar Response



## Other Correct Responses

- Any quadrilateral that has at least one right angle and is not a rectangle

For this item, a full-credit response includes:

- A correct quadrilateral (1 point).





Grade 3  
Math  
Practice Test

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Question 10

Sample Responses

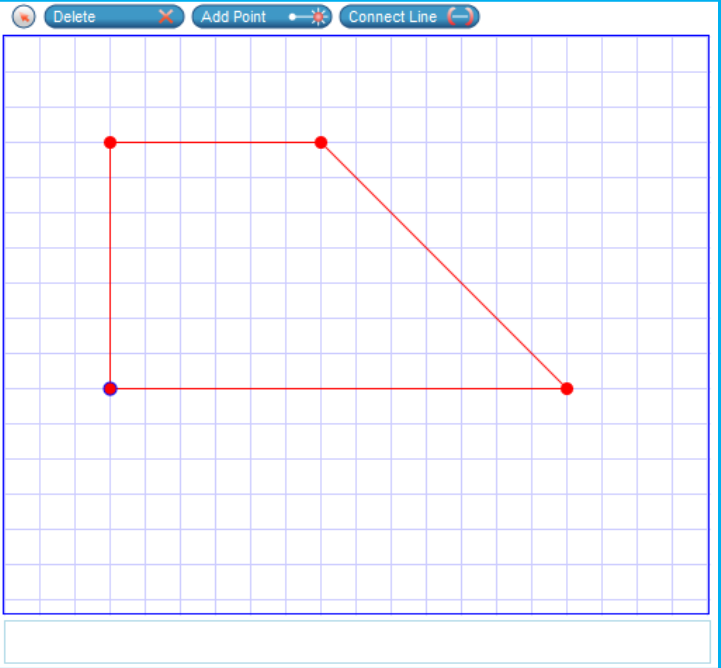
## Sample Response: 1 point

A quadrilateral has the properties shown.

- It has at least one right angle.
- It is not a rectangle.

Use the Connect Line tool to create a possible quadrilateral that has these properties.

- Draw only one shape.
- There may be more than one correct answer.



### Notes on Scoring

This response earns full credit (1 point) because the student correctly created a quadrilateral with at least one right angle that is not a rectangle.

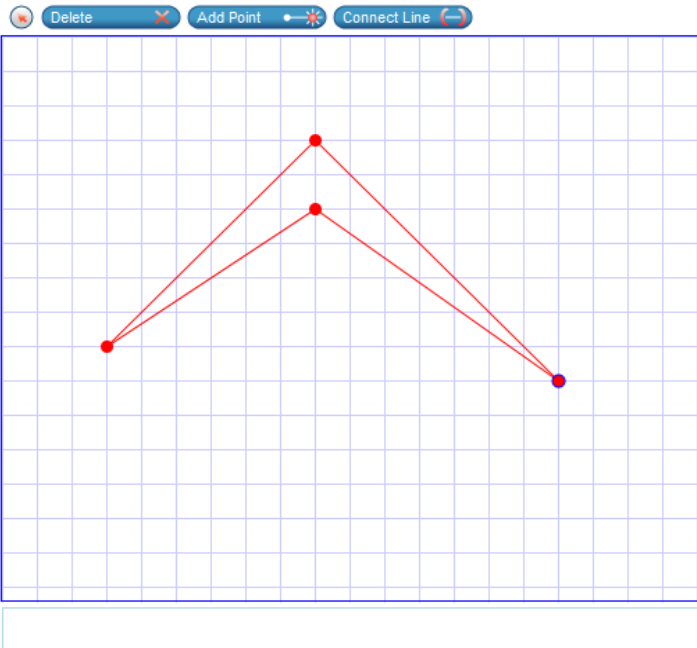
## Sample Response: 1 point

A quadrilateral has the properties shown.

- It has at least one right angle.
- It is not a rectangle.

Use the Connect Line tool to create a possible quadrilateral that has these properties.

- Draw only one shape.
- There may be more than one correct answer.



The image shows a digital workspace for creating a quadrilateral. On the left, there are instructions and a list of properties: 'A quadrilateral has the properties shown.' followed by two bullet points: 'It has at least one right angle.' and 'It is not a rectangle.' Below this, it says 'Use the Connect Line tool to create a possible quadrilateral that has these properties.' followed by two more bullet points: 'Draw only one shape.' and 'There may be more than one correct answer.' On the right, there is a grid with four red points and four red line segments forming a quadrilateral. The quadrilateral has a right angle at the top vertex and is not a rectangle. The workspace includes a toolbar with 'Delete', 'Add Point', and 'Connect Line' tools.

### Notes on Scoring

This response earns full credit (1 point) because the student correctly created a quadrilateral with at least one right angle that is not a rectangle.

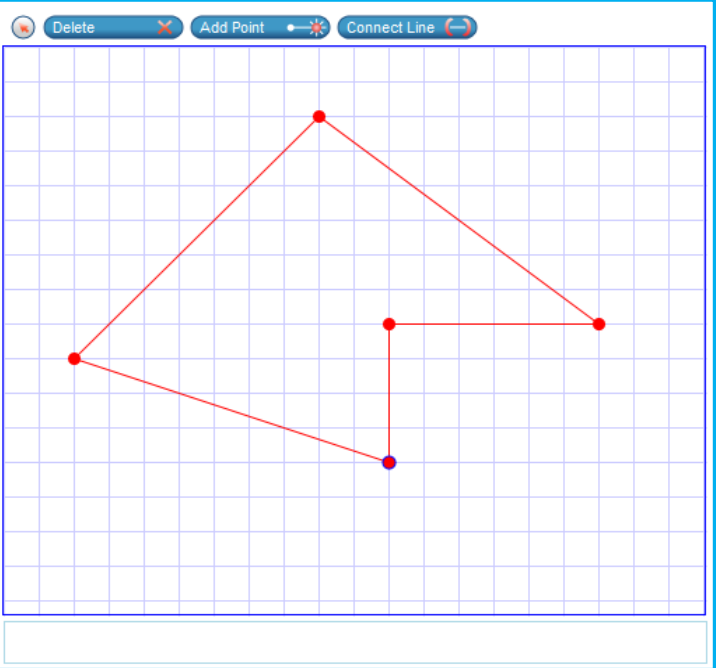
## Sample Response: 0 points

A quadrilateral has the properties shown.

- It has at least one right angle.
- It is not a rectangle.

Use the Connect Line tool to create a possible quadrilateral that has these properties.

- Draw only one shape.
- There may be more than one correct answer.



### Notes on Scoring

This response earns no credit (0 points) because the student created a pentagon.

- The student may have missed that the shape he/she created needed to be a quadrilateral and instead created a figure that has more than four sides.

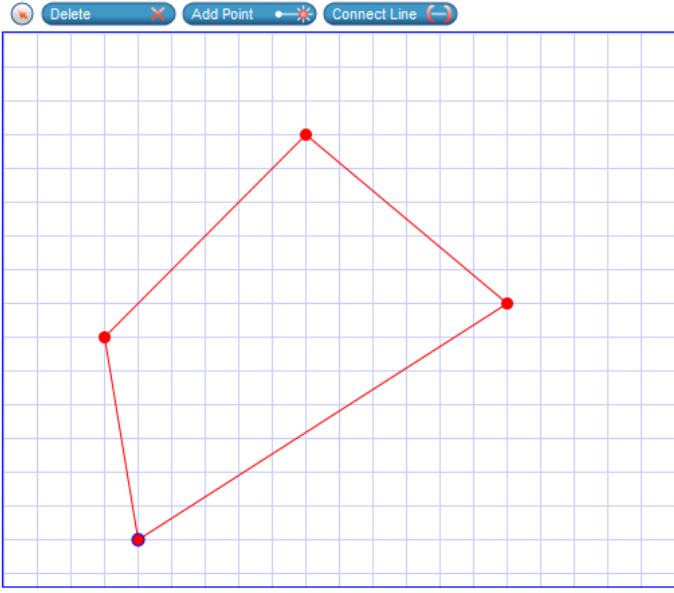
## Sample Response: 0 points

A quadrilateral has the properties shown.

- It has at least one right angle.
- It is not a rectangle.

Use the Connect Line tool to create a possible quadrilateral that has these properties.

- Draw only one shape.
- There may be more than one correct answer.



### Notes on Scoring

This response earns no credit (0 points) because the student created a quadrilateral that does not contain at least one right angle.

- The student correctly created a quadrilateral that is not a rectangle; however, the quadrilateral the student created does not contain a right angle.



Grade 3  
Math  
Practice Test

---

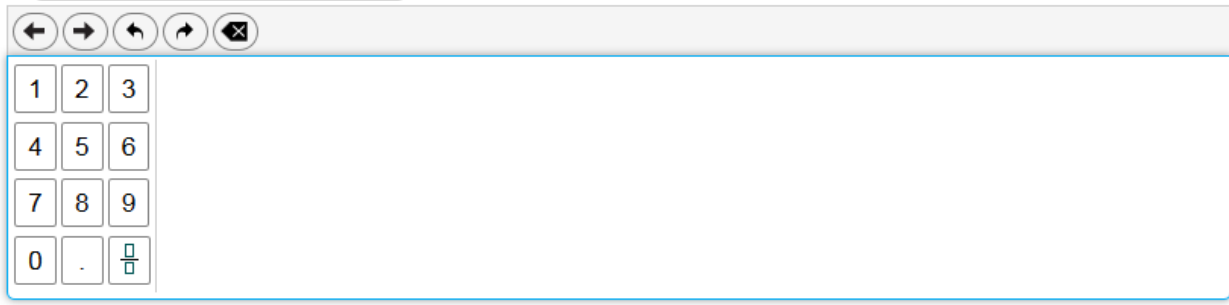
Question 11

Question and Scoring Guidelines

## Question 11

Zoe takes her dog for a walk at 4:17 p.m. She and her dog return from the walk at 5:07 p.m. How many minutes (min) did Zoe walk her dog? Enter the number in the box.

min



←	→	↶	↷	✕
1	2	3		
4	5	6		
7	8	9		
0	.	$\frac{\square}{\square}$		

Points Possible: 1

Content Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Content Standard: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1)

## Scoring Guidelines

### Exemplar Response

- 50

### Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct value (1 point).



Grade 3  
Math  
Practice Test

---

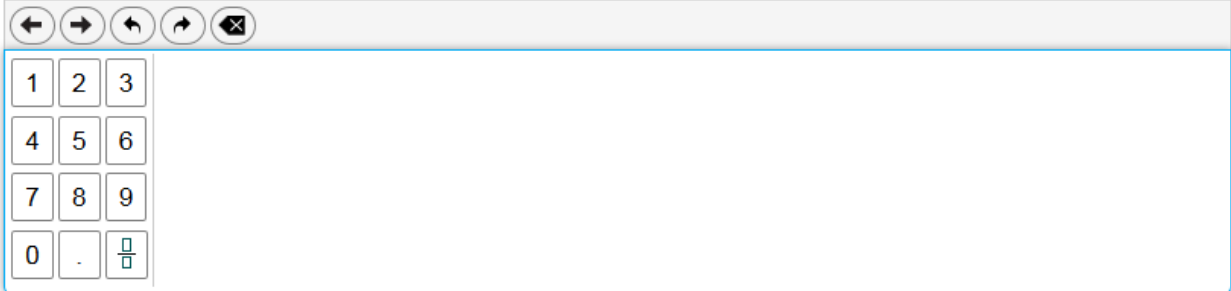
Question 11

Sample Responses

Sample Response: 1 point

Zoe takes her dog for a walk at 4:17 p.m. She and her dog return from the walk at 5:07 p.m.  
How many minutes (min) did Zoe walk her dog? Enter the number in the box.

50 min



Notes on Scoring

This response earns full credit (1 point) because the student correctly calculated the number of minutes Zoe spent walking her dog.

- The student may have found the amount of time Zoe spent walking her dog by counting up from 4:17 p.m. to 5:07 p.m.

$$4:17 \text{ p.m.} + 10 \text{ minutes} = 4:27 \text{ p.m.}$$

$$4:27 \text{ p.m.} + 10 \text{ minutes} = 4:37 \text{ p.m.}$$

$$4:37 \text{ p.m.} + 10 \text{ minutes} = 4:47 \text{ p.m.}$$

$$4:47 \text{ p.m.} + 10 \text{ minutes} = 4:57 \text{ p.m.}$$

$$4:57 \text{ p.m.} + 10 \text{ minutes} = 5:07 \text{ p.m.}$$

$$10 + 10 + 10 + 10 + 10 = 5 \times 10 \\ = 50 \text{ minutes}$$

- To find the amount of time Zoe spent walking her dog, the student may have used the relationship between addition and subtraction to find the difference between 5:07 p.m. and 4:17 p.m.

$$5:07 \text{ p.m.} + 10 \text{ minutes} = 5:17 \text{ p.m.}$$

5:17 p.m. and 4:17 p.m. are 60 minutes apart.

$$60 \text{ minutes} - 10 \text{ minutes} \\ = 50 \text{ minutes}$$

$$5:07 \text{ p.m.} - 50 \text{ minutes} \\ = 4:17 \text{ p.m.}$$

Sample Response: 1 point

Zoe takes her dog for a walk at 4:17 p.m. She and her dog return from the walk at 5:07 p.m.  
How many minutes (min) did Zoe walk her dog? Enter the number in the box.

50.0 min

Notes on Scoring

This response earns full credit (1 point) because the student correctly calculated the number of minutes Zoe spent walking her dog.

- The student may have found the amount of time Zoe spent walking her dog by counting up from 4:17 p.m. to 5:07 p.m.

$$4:17 \text{ p.m.} + 10.0 \text{ minutes} = 4:27 \text{ p.m.}$$

$$4:27 \text{ p.m.} + 10.0 \text{ minutes} = 4:37 \text{ p.m.}$$

$$4:37 \text{ p.m.} + 10.0 \text{ minutes} = 4:47 \text{ p.m.}$$

$$4:47 \text{ p.m.} + 10.0 \text{ minutes} = 4:57 \text{ p.m.}$$

$$4:57 \text{ p.m.} + 10.0 \text{ minutes} = 5:07 \text{ p.m.}$$

$$10.0 + 10.0 + 10.0 + 10.0 + 10.0 = 5 \times 10.0 \\ = 50.0 \text{ minutes}$$

*While decimals are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent value to a correct response.*

Sample Response: 0 points

Zoe takes her dog for a walk at 4:17 p.m. She and her dog return from the walk at 5:07 p.m.

How many minutes (min) did Zoe walk her dog? Enter the number in the box.

90 min

A digital input interface for a math problem. It features a text box containing '90' followed by 'min'. Below the text box is a numeric keypad with buttons for digits 1-9, 0, a decimal point, and a fraction template icon. Navigation arrows and a clear button are also present above the keypad.

Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the number of minutes Zoe spent walking her dog.

- The student may have used subtraction to find the amount of time Zoe spent walking her dog. The student may have incorrectly borrowed 100 minutes instead of 60 minutes when he/she regrouped to subtract from the tens.

$$\begin{array}{r} 5 : 07 \\ - 4 : 17 \\ \hline 90 \text{ minutes} \end{array}$$

Sample Response: 0 points

Zoe takes her dog for a walk at 4:17 p.m. She and her dog return from the walk at 5:07 p.m.  
How many minutes (min) did Zoe walk her dog? Enter the number in the box.

$\frac{50}{60}$

min

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the number of minutes Zoe spent walking her dog.

- The student may have correctly found the amount of time Zoe spent walking her dog in minutes, but then divided by 60 to find the amount of time in hours.



Grade 3  
Math  
Practice Test

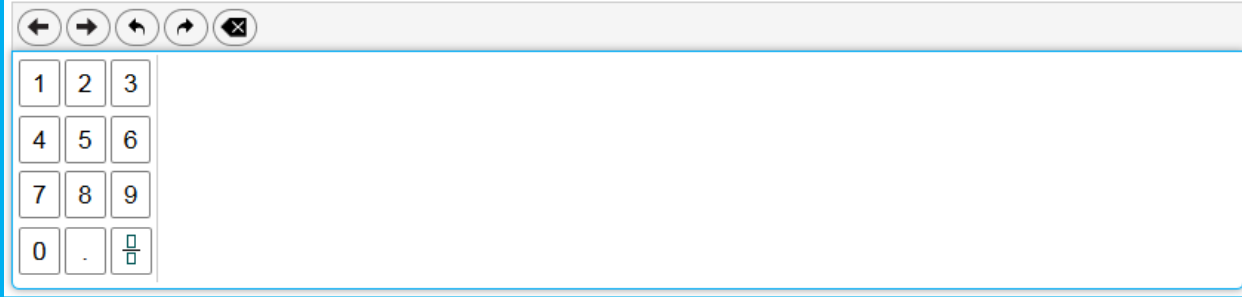
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Question 12

Question and Scoring Guidelines

## Question 12

A school uses 3 school buses to take students on a field trip. There are 30 students on each bus. How many students are on the field trip? Enter the number in the box.

The image shows a digital input interface for a math problem. At the top is a large empty text box for entering the answer. Below it is a toolbar with five navigation buttons: left arrow, right arrow, undo, redo, and a delete button. Below the toolbar is a numeric keypad with buttons for digits 1 through 9, 0, a decimal point, and a fraction template button.

Points Possible: 1

Content Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Content Standard: Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations. (3.NBT.3)

## Scoring Guidelines

### Exemplar Response

- 90

### Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct value (1 point).



Grade 3  
Math  
Practice Test

---

Question 12

Sample Responses

Sample Response: 1 point

A school uses 3 school buses to take students on a field trip. There are 30 students on each bus. How many students are on the field trip? Enter the number in the box.

90



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Notes on Scoring

This response earns full credit (1 point) because the student correctly calculated the number of students on the field trip.

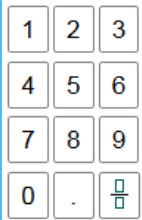
- The student may have found the answer using repeated addition, or multiplication.

$$\begin{aligned} 30 + 30 + 30 &= 3 \times 30 \\ &= 90 \text{ students} \end{aligned}$$

## Sample Response: 1 point

A school uses 3 school buses to take students on a field trip. There are 30 students on each bus. How many students are on the field trip? Enter the number in the box.

90.0



### Notes on Scoring

This response earns full credit (1 point) because the student correctly calculated the number of students on the field trip.

- The student may have found the answer using repeated addition, or multiplication.

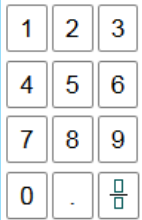
$$\begin{aligned} 30.0 + 30.0 + 30.0 &= 3 \times 30.0 \\ &= 90.0 \text{ students} \end{aligned}$$

*While decimals are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent value to a correct response.*

Sample Response: 0 points

A school uses 3 school buses to take students on a field trip. There are 30 students on each bus. How many students are on the field trip? Enter the number in the box.

10



#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the number of students on the field trip.

- The student may have found the answer by using division.

$$30 \div 3 = 10 \text{ students}$$

Sample Response: 0 points

A school uses 3 school buses to take students on a field trip. There are 30 students on each bus. How many students are on the field trip? Enter the number in the box.

9



#### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the number of students on the field trip.

- The student may have used 3 school buses and 3 students and found the answer using repeated addition, or multiplication.

$$\begin{aligned} 3 + 3 + 3 &= 3 \times 3 \\ &= 9 \text{ students} \end{aligned}$$



Grade 3  
Math  
Practice Test

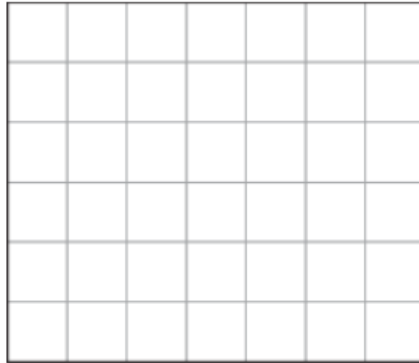
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Question 13

Question and Scoring Guidelines

## Question 13

Jeff finds the area of the rectangle shown by counting the unit squares.



Enter an equation to show another way that Jeff can find the area of the rectangle.

← → ↶ ↷ ✕

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

Points Possible: 1

Content Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Content Standard: Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.7a)



# Scoring Guidelines

## Exemplar Response

- $6 \times 7 = 42$

## Other Correct Responses

- Any equivalent equation

For this item, a full-credit response includes:

- A correct equation (1 point).



Grade 3  
Math  
Practice Test

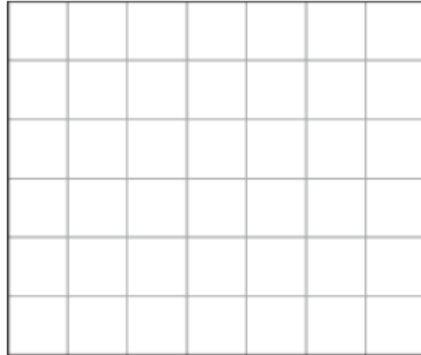
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Question 13

Sample Responses

Sample Response: 1 point

Jeff finds the area of the rectangle shown by counting the unit squares.



Enter an equation to show another way that Jeff can find the area of the rectangle.

$$6 \times 7 = 42$$



1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

### Notes on Scoring

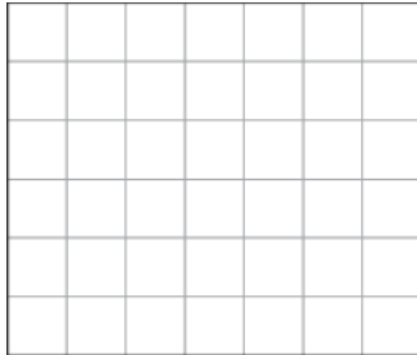
This response earns full credit (1 point) because the student wrote a correct equation that Jeff can use to find the area of the rectangle.

- The student may have thought of the problem as either 6 rows of 7 unit squares or 7 rows of 6 unit squares.

$$6 \times 7 = 42 \text{ unit squares}$$

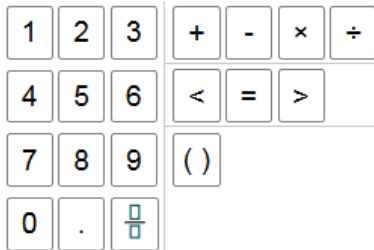
Sample Response: 1 point

Jeff finds the area of the rectangle shown by counting the unit squares.



Enter an equation to show another way that Jeff can find the area of the rectangle.

$$7+7+7+7+7+7=42$$



### Notes on Scoring

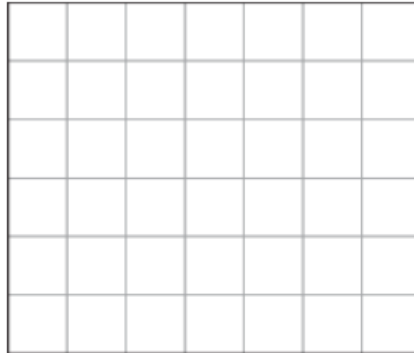
This response earns full credit (1 point) because the student wrote a correct equation that Jeff can use to find the area of the rectangle.

- The student may have thought of the problem as 6 rows of 7 unit squares and used repeated addition.

$$7 + 7 + 7 + 7 + 7 + 7 = 42 \text{ unit squares}$$

Sample Response: 0 points

Jeff finds the area of the rectangle shown by counting the unit squares.



Enter an equation to show another way that Jeff can find the area of the rectangle.

$$6 \times 6 = 42$$



1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

### Notes on Scoring

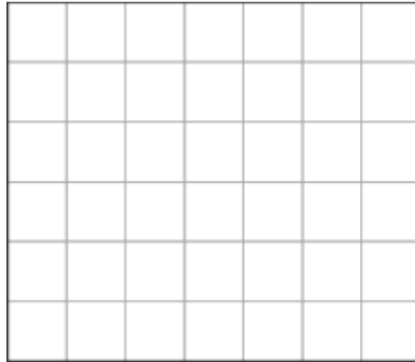
This response earns no credit (0 points) because the student did not write an equation that Jeff can use to find the area of the rectangle.

- The student may have incorrectly counted the rows or columns in the rectangle.

$$6 \times 6 \neq 42$$

Sample Response: 0 points

Jeff finds the area of the rectangle shown by counting the unit squares.



Enter an equation to show another way that Jeff can find the area of the rectangle.

$$6+7=42$$



1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

#### Notes on Scoring

This response earns no credit (0 points) because the student did not write an equation that Jeff can use to find the area of the rectangle.

- The student may have overlooked that repeated addition and multiplication are related and can be used to find area.

$$6 + 7 \neq 42 \text{ unit squares}$$





Grade 3  
Math  
Practice Test

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Question 14

Question and Scoring Guidelines

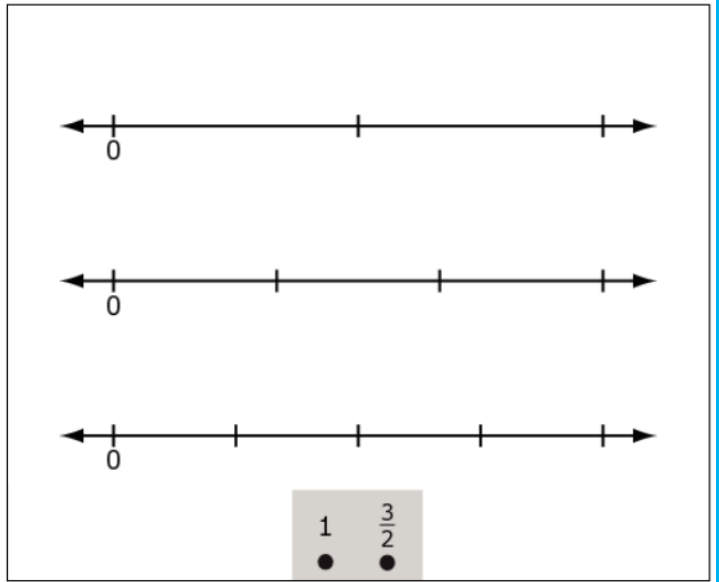
## Question 14

Three number lines are shown.

A. Select a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

B. Move the two points to the number line to correctly plot the numbers 1 and  $\frac{3}{2}$ .

- There may be more than one correct answer.



Points Possible: 1

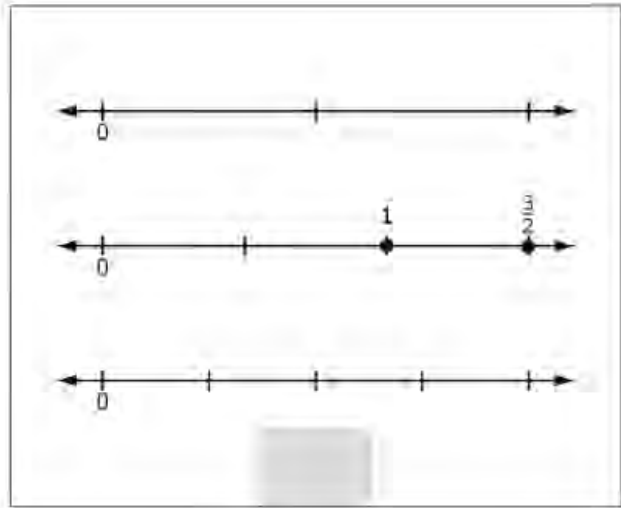
Content Cluster: Develop understanding of fractions as numbers.

Content Standard: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

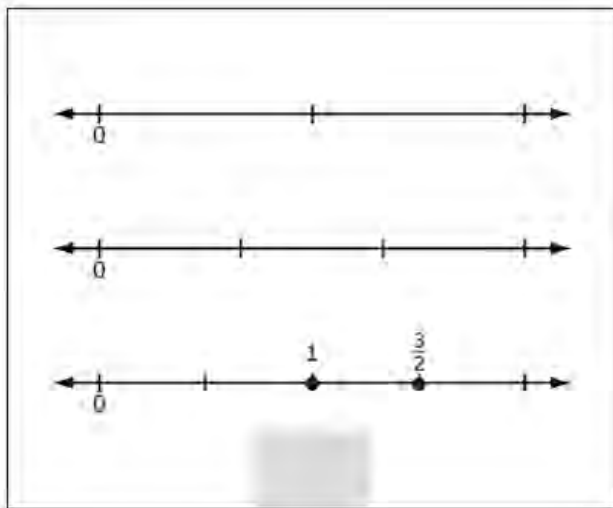
b. Represent a fraction  $\frac{a}{b}$  on a number line diagram by marking off  $a$  lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  on the number line. (3.NF.2b)

# Scoring Guidelines

## Exemplar Response



## Other Correct Responses



- Placing the points at the correct positions is accepted as “selecting” a number line.

For this item, a full-credit response includes:

- A correct number line (1 point).



Grade 3  
Math  
Practice Test

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Question 14

Sample Responses

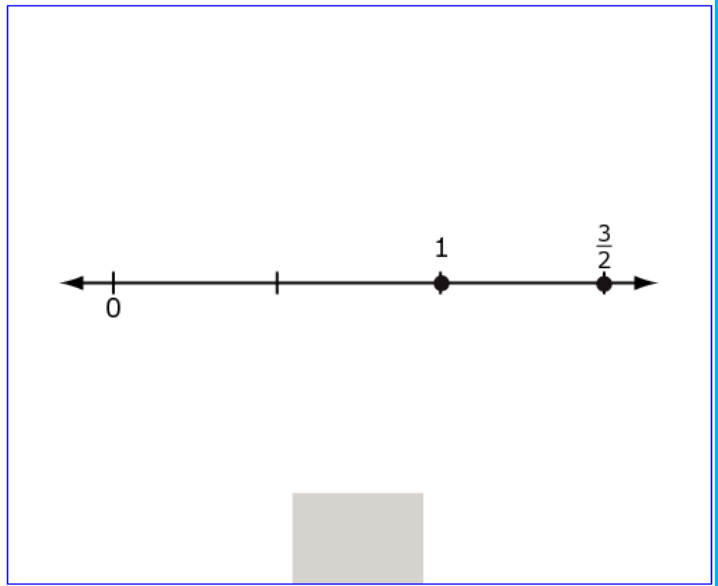
Sample Response: 1 point

Three number lines are shown.

A. Select a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

B. Move the two points to the number line to correctly plot the numbers 1 and  $\frac{3}{2}$ .

- There may be more than one correct answer.



Notes on Scoring

This response earns full credit (1 point) because the student correctly identified a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ , and the student correctly plotted those numbers on the number line.

- The student correctly selected a number line where an interval from 0 to 1 can be marked off by  $\frac{1}{2}$  unit lengths.
- The student correctly placed the numbers 1 and  $\frac{3}{2}$  on the number line.

*The directions in Part A ask the student to “Select a number line”. During online testing, when the student “selects” a number line, the other two number lines on the screen will disappear, leaving only the selected number line visible.*

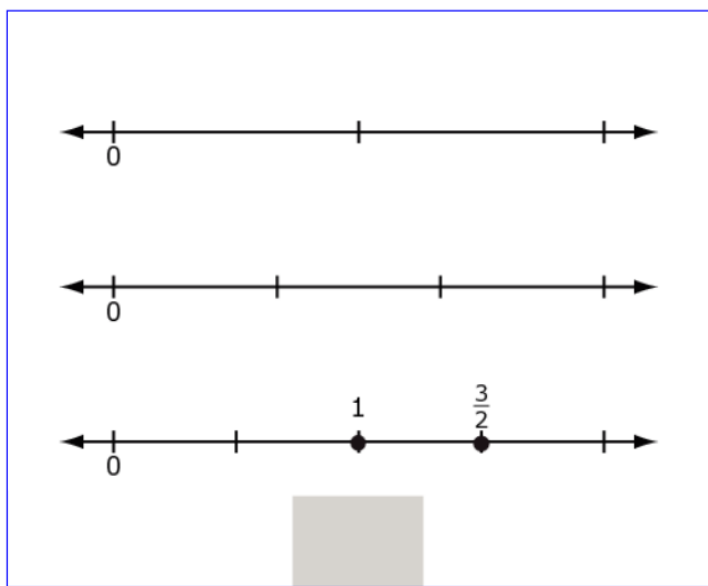
## Sample Response: 1 point

Three number lines are shown.

A. Select a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

B. Move the two points to the number line to correctly plot the numbers 1 and  $\frac{3}{2}$ .

- There may be more than one correct answer.



### Notes on Scoring

This response earns full credit (1 point) because the student correctly identified a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ , and the student correctly plotted those numbers on the number line.

- The student correctly selected a number line where an interval from 0 to 2 can be marked off by  $\frac{1}{2}$  unit lengths.
- The student correctly placed the numbers 1 and  $\frac{3}{2}$  on the number line.

*The directions in Part A ask the student to “Select a number line”. During online testing, when the student “selects” a number line, the other two number lines on the screen will disappear, leaving only the selected number line visible. In this response, placing the points at the correct positions is counted also as “selecting” a number line.*

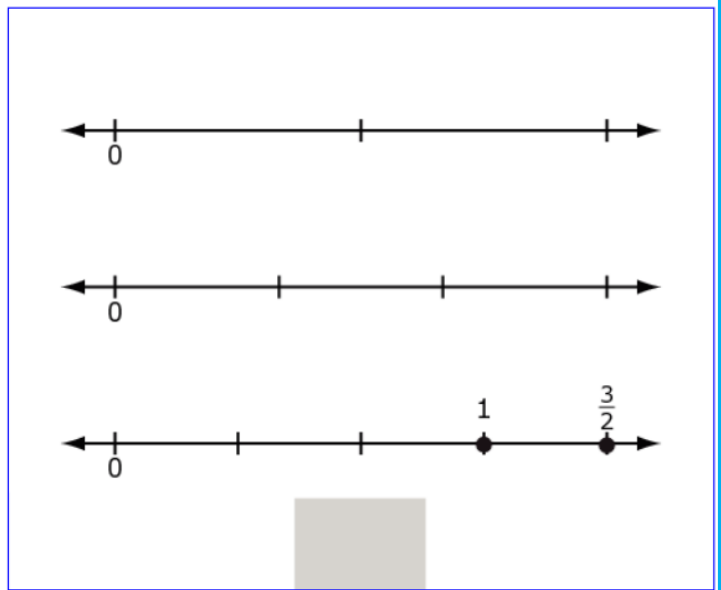
Sample Response: 0 points

Three number lines are shown.

A. Select a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

B. Move the two points to the number line to correctly plot the numbers 1 and  $\frac{3}{2}$ .

- There may be more than one correct answer.



Notes on Scoring

This response earns no credit (0 points) because the student correctly identified a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ ; however, the student did not correctly plot those numbers on the number line.

- The student correctly selected a number line where an interval from 0 to 2 can be marked off by  $\frac{1}{2}$  unit lengths.
- The student did not correctly place the numbers 1 and  $\frac{3}{2}$  on the number line based on the unit lengths marked on the number line.



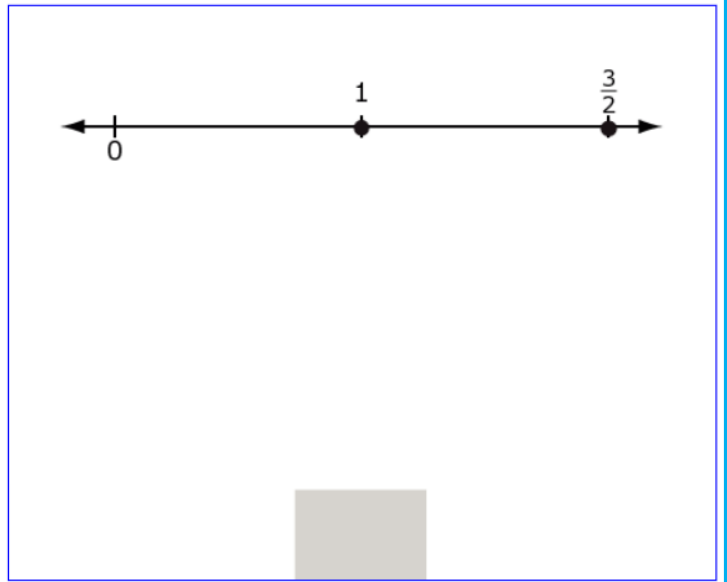
Sample Response: 0 points

Three number lines are shown.

A. Select a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

B. Move the two points to the number line to correctly plot the numbers 1 and  $\frac{3}{2}$ .

- There may be more than one correct answer.



### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify a number line that can be used to plot the numbers 1 and  $\frac{3}{2}$ .

- The student may have thought he/she only needed to plot the numbers 1 and  $\frac{3}{2}$  on any number line.
- Based on the unit lengths marked on the number line, the student did not correctly place the numbers 1 and  $\frac{3}{2}$ . The length from 0 to 1 on the number line is the same distance as the length from 1 to  $\frac{3}{2}$  on the number line.



Grade 3  
Math  
Practice Test

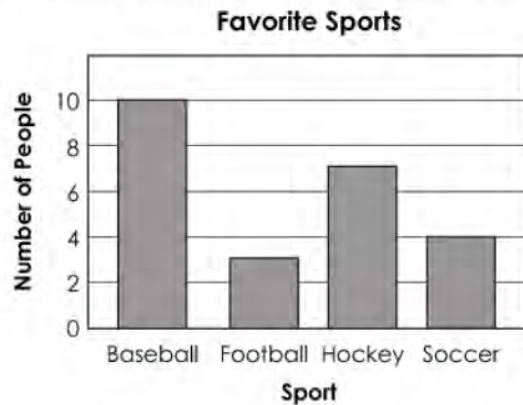
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Question 15

Question and Scoring Guidelines

## Question 15

Fatima asks people what their favorite sports are. She records their answers on the bar graph shown.



How many more people like baseball than hockey? Enter the number in the box.

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Points Possible: 1

Content Cluster: Represent and interpret data.

Content Standard: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)

# Scoring Guidelines

## Exemplar Response

- 3

## Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct value (1 point).



Grade 3  
Math  
Practice Test

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Question 15

Sample Responses

Sample Response: 1 point

Fatima asks people what their favorite sports are. She records their answers on the bar graph shown.

Sport	Number of People
Baseball	10
Football	3
Hockey	7
Soccer	4

How many more people like baseball than hockey? Enter the number in the box.

3

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

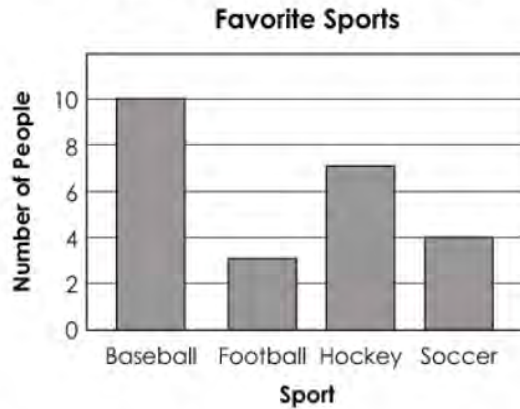
This response earns full credit (1 point) because the student correctly identified how many more people like baseball than hockey.

- The student may have found the answer using subtraction.  
10 people like baseball and 7 people like hockey:  $10 - 7 = 3$



Sample Response: 1 point

Fatima asks people what their favorite sports are. She records their answers on the bar graph shown.



How many more people like baseball than hockey? Enter the number in the box.

3.0



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns full credit (1 point) because the student correctly identified how many more people like baseball than hockey.

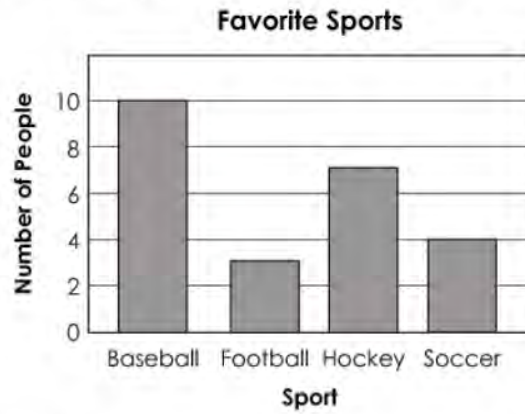
- The student may have found the answer using subtraction.

10 people like baseball and 7 people like hockey:  $10.0 - 7.0 = 3.0$

*While decimals are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent value to a correct response.*

Sample Response: 0 points

Fatima asks people what their favorite sports are. She records their answers on the bar graph shown.



How many more people like baseball than hockey? Enter the number in the box.

4



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

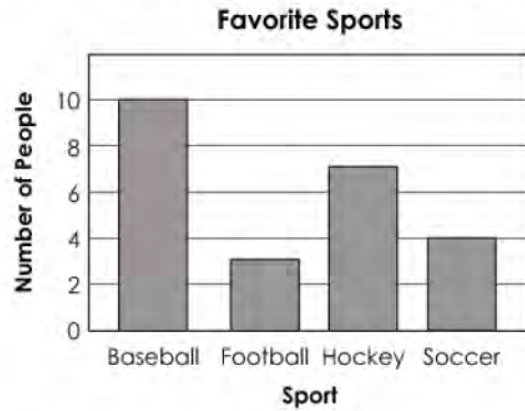
### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify how many more people like baseball than hockey.

- The student may have made a subtraction error.  
10 people like baseball and 7 people like hockey:  $10 - 7 \neq 4$

Sample Response: 0 points

Fatima asks people what their favorite sports are. She records their answers on the bar graph shown.



How many more people like baseball than hockey? Enter the number in the box.

2



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify how many more people like baseball than hockey.

- The student may have misread the graph and thought that 8 people liked hockey.  
10 people like baseball and 8 people like hockey:  $10 - 8 = 2$



Grade 3  
Math  
Practice Test

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Question 16

Question and Scoring Guidelines

## Question 16

A division equation is shown.

$$32 \div 8 = 4$$

Create a related multiplication equation using the same three numbers. Enter the equation in the box.

←	→	↶	↷	✕		
1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

Points Possible: 1

Content Cluster: Multiply and divide within 100.

Content Standard: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By end of grade 3, know from memory all products of one-digit numbers. (3.OA.7)

# Scoring Guidelines

## Exemplar Response

- $4 \times 8 = 32$

## Other Correct Responses

- $8 \times 4 = 32$

For this item, a full-credit response includes:

- A correct equation (1 point).





Grade 3  
Math  
Practice Test

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Question 16

Sample Responses

Sample Response: 1 point

A division equation is shown.

$$32 \div 8 = 4$$

Create a related multiplication equation using the same three numbers. Enter the equation in the box.



### Notes on Scoring

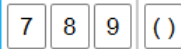
This response earns full credit (1 point) because the student correctly created a related multiplication equation using the same three numbers from the equation given in the question.

Sample Response: 1 point

A division equation is shown.

$$32 \div 8 = 4$$

Create a related multiplication equation using the same three numbers. Enter the equation in the box.



### Notes on Scoring

This response earns full credit (1 point) because the student correctly created a related multiplication equation using the same three numbers from the equation given in the question.

Sample Response: 0 points

A division equation is shown.

$$32 \div 8 = 4$$

Create a related multiplication equation using the same three numbers. Enter the equation in the box.



1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

#### Notes on Scoring

This response earns no credit (0 points) because the student created a related division equation instead of a related multiplication equation using the same three numbers from the equation given in the question.

Sample Response: 0 points

A division equation is shown.

$$32 \div 8 = 4$$

Create a related multiplication equation using the same three numbers. Enter the equation in the box.

$$32 \times \frac{1}{4} = 8$$



1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	$\frac{\square}{\square}$				

### Notes on Scoring

This response earns no credit (0 points) because the student created a related multiplication equation that did not use the same three numbers from the equation given in the question.



Grade 3  
Math  
Practice Test

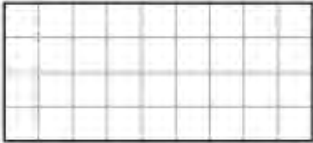
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Question 17


Question and Scoring Guidelines

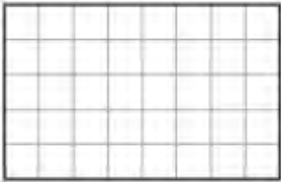
## Question 17

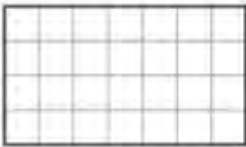
A rectangle is shown.

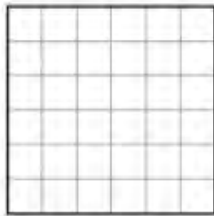


Which rectangle has the same perimeter as the one shown?

(A) 

(B) 

(C) 

(D) 

Points Possible: 1

Content Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Content Standard: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8)



## Scoring Guidelines

Rationale for Option A: This is incorrect. The student may have identified that the rectangle is 9 unit squares wide, and thought that because the rectangle shown is 9 unit squares wide, they have the same perimeter.

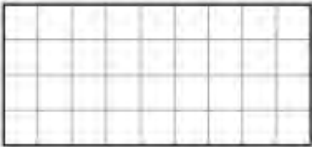
Rationale for Option B: Key – The student identified that the rectangle has the same perimeter, 26 units, as the given rectangle.

Rationale for Option C: This is incorrect. The student may have identified that the rectangle is 4 unit squares tall and thought that because the rectangle shown is 4 unit squares tall, they have the same perimeter.


Rationale for Option D: This is incorrect. The student may have determined that this rectangle and the given rectangle have the same area, and incorrectly concluded that they therefore have the same perimeter.


Sample Response: 1 point

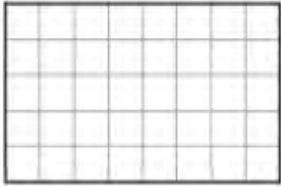
**A rectangle is shown.**

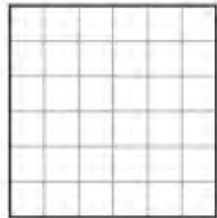


**Which rectangle has the same perimeter as the one shown?**

**A** 

**C** 

**B** 

**D** 



Grade 3  
Math  
Practice Test

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Question 18

Question and Scoring Guidelines

## Question 18

Which fraction is equivalent to 4?

Ⓐ  $\frac{1}{4}$

Ⓑ  $\frac{4}{1}$

Ⓒ  $\frac{2}{2}$

Ⓓ  $\frac{4}{4}$

Points Possible: 1

Content Cluster: Develop understanding of fractions as numbers.

Content Standard: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = \frac{3}{1}$ ; recognize that  $\frac{6}{1} = 6$ ; locate  $\frac{4}{4}$  and 1 at the same point of a number line diagram. (3.NF.3c)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The student may have thought that 4 whole units is equivalent to  $\frac{1}{4}$  because the denominator represents the 4 whole units.

Rationale for Option B: Key – The student identified that  $\frac{4}{1}$  is equivalent to 4 wholes.

Rationale for Option C: This is incorrect. The student may have thought that 4 whole units is equivalent to  $\frac{2}{2}$  since the 2 in the numerator and the 2 in the denominator add up to 4.

Rationale for Option D: This is incorrect. The student may have thought that 4 whole units is equivalent to  $\frac{4}{4}$  since both the numerator and the denominator are 4.

Sample Response: 1 point

Which fraction is equivalent to 4?

A  $\frac{1}{4}$

B  $\frac{4}{1}$

C  $\frac{2}{2}$

D  $\frac{4}{4}$



Grade 3  
Math  
Practice Test

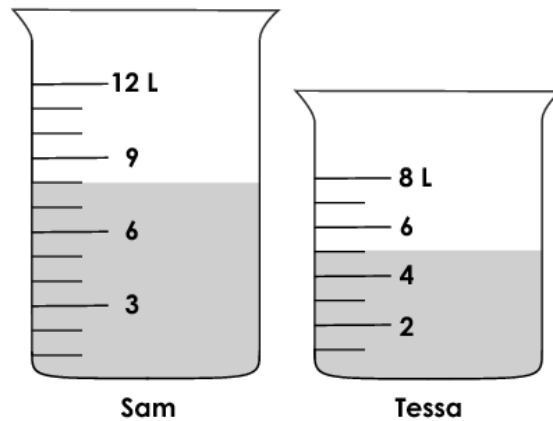
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Question 19

Question and Scoring Guidelines

## Question 19

Sam and Tessa each have a container of water, as shown.



What is the total number of liters (L) of water that Sam and Tessa have? Enter the number in the box.

*liters*



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Points Possible: 1

Content Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Content Standard: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2)



# Scoring Guidelines

## Exemplar Response

- 13 liters

## Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct value (1 point).



Grade 3  
Math  
Practice Test

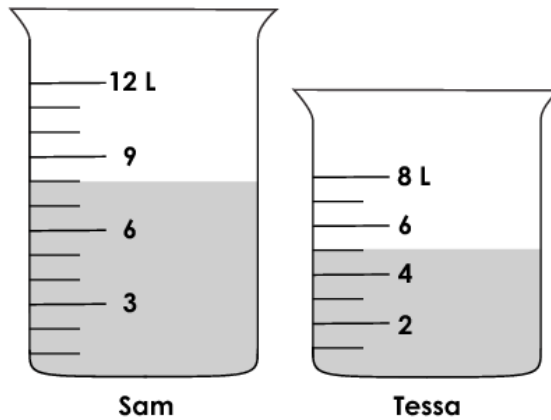
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Question 19

Sample Responses

Sample Response: 1 point

Sam and Tessa each have a container of water, as shown.



What is the total number of liters (L) of water that Sam and Tessa have? Enter the number in the box.

13 liters

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

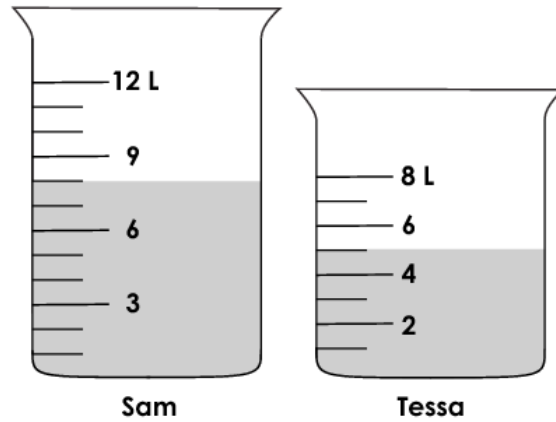
### Notes on Scoring

This response earns full credit (1 point) because the student correctly identified the total number of liters (L) of water that Sam and Tessa have.

- The student may have found the answer by using the images of the water containers as number lines to help them count.
  - Starting at 8 liters from Sam's container and counting up using the number line on Tessa's container:  
8, 9, 10, 11, 12, 13 liters
  - Starting at 5 liters from Tessa's container and counting up using the number line on Sam's container:  
5, 6, 7, 8, 9, 10, 11, 12, 13 liters

Sample Response: 1 point

Sam and Tessa each have a container of water, as shown.



What is the total number of liters (L) of water that Sam and Tessa have? Enter the number in the box.

13.0 liters



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns full credit (1 point) because the student correctly identified the total number of liters (L) of water that Sam and Tessa have.

- The student may have found the answer using addition.
  - Sam has 8 liters of water and Tessa has 5 liters of water.  
 $8.0 + 5.0 = 13.0$  liters

*While decimals are not introduced in the standards until grade 4, a student can earn credit at grade 3 by identifying an equivalent value to a correct response.*

Sample Response: 0 points

Sam and Tessa each have a container of water, as shown.



What is the total number of liters (L) of water that Sam and Tessa have? Enter the number in the box.

15 liters



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the total number of liters (L) of water that Sam and Tessa have.

- The student may have misread the amount of water in both containers and added them together.
  - Sam has 9 liters and Tessa has 6 liters of water.  
 $9 + 6 = 15$  liters

Sample Response: 0 points

Sam and Tessa each have a container of water, as shown.



What is the total number of liters (L) of water that Sam and Tessa have? Enter the number in the box.

12 liters

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly identify the total number of liters (L) of water that Sam and Tessa have.

- The student may have misread the amount of water in Sam's container and added it together with the amount of water in Tessa's container.
  - Sam has 7 liters and Tessa has 5 liters of water.  
 $7 + 5 = 12$  liters





Grade 3  
Math  
Practice Test

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Question 20

Question and Scoring Guidelines

## Question 20

Two statements with missing numbers are shown.

$$\frac{2}{3} > \frac{\square}{6}$$

$$\frac{\square}{4} < \frac{3}{4}$$

Which value for the missing numerators will make both statements true?

- (A) 2
- (B) 3
- (C) 4
- (D) 5

Points Possible: 1

Content Cluster: Develop understanding of fractions as numbers.

Content Standard: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.  
(3.NF.3d)

## Scoring Guidelines

Rationale for Option A: Key – The student correctly determined that each set of comparisons must contain 2 as the numerator.

Rationale for Option B: This is incorrect. The student may have chosen 3 because  $\frac{2}{3}$  is greater than  $\frac{3}{6}$ ; however,  $\frac{3}{4}$  is not less than  $\frac{3}{4}$ .

Rationale for Option C: This is incorrect. The student may have chosen 4 because  $\frac{2}{3}$  is equivalent to  $\frac{4}{6}$ ; however, “less than” does not include equivalent values, and  $\frac{4}{4}$  is not less than  $\frac{3}{4}$ .

Rationale for Option D: This is incorrect. The student may have incorrectly identified the inequality symbols and chose 5 even though it satisfies neither of the two comparisons.

Sample Response: 1 point

Two statements with missing numbers are shown.

$$\frac{2}{3} > \frac{\square}{6}$$

$$\frac{\square}{4} < \frac{3}{4}$$

Which value for the missing numerators will make both statements true?

- A 2
- B 3
- C 4
- D 5



Grade 3  
Math  
Practice Test

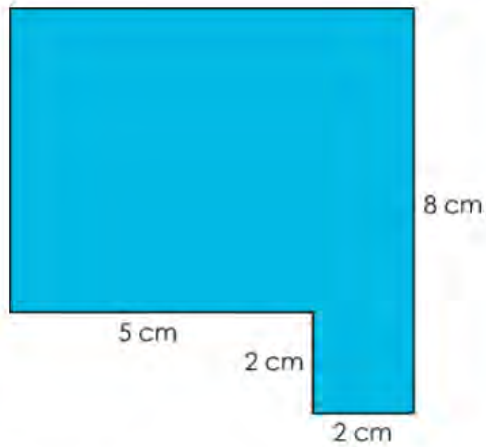
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Question 21

Question and Scoring Guidelines

## Question 21

A figure is shown.



What is the area, in square centimeters (sq cm), of the figure? Enter the number in the box.

*square centimeters*



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Points Possible: 1

Content Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Content Standard: Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.7a)

# Scoring Guidelines

## Exemplar Response

- 46

## Other Correct Responses

- Any equivalent value

For this item, a full-credit response includes:

- The correct value (1 point).





Grade 3  
Math  
Practice Test

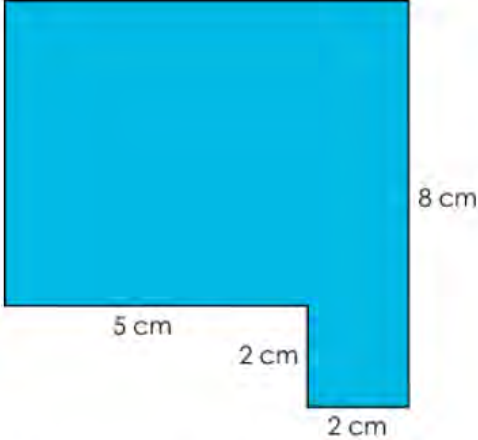
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Question 21

Sample Responses

Sample Response: 1 point

A figure is shown.



What is the area, in square centimeters (sq cm), of the figure? Enter the number in the box.

square centimeters

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

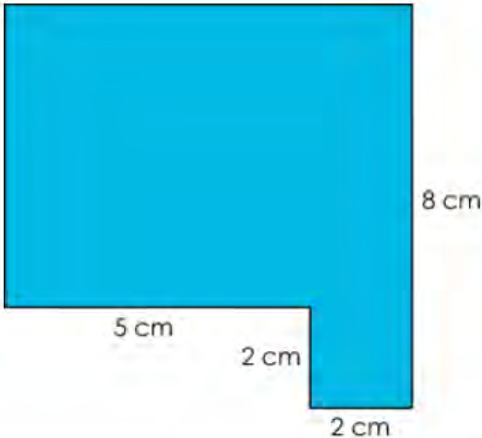
### Notes on Scoring

This response earns full credit (1 point) because the student correctly calculated the area of the figure.

- The student may have split the figure into two shapes and found the areas of both shapes, and then added the areas of the two shapes together.  
Shape 1 (square):  $2\text{ cm} \times 2\text{ cm} = 4\text{ square cm}$   
Shape 2 (rectangle):  $(5\text{ cm} + 2\text{ cm}) \times (8\text{ cm} - 2\text{ cm})$   
 $7\text{ cm} \times 6\text{ cm} = 42\text{ square cm}$   
 $4 + 42 = 46\text{ square cm}$
- The student may have added a  $5\text{ cm} \times 2\text{ cm}$  rectangle to the lower left corner of the figure so the entire figure was an  $8\text{ cm} \times 7\text{ cm}$  rectangle with an area of  $56\text{ square cm}$ . The student then may have subtracted the area of the  $5\text{ cm} \times 2\text{ cm}$  rectangle to get his/her answer.  
 $8\text{ cm} \times 7\text{ cm} = 56\text{ square cm}$   
 $5\text{ cm} \times 2\text{ cm} = 10\text{ square cm}$   
 $56 - 10 = 46\text{ square cm}$

Sample Response: 0 points

A figure is shown.



What is the area, in square centimeters (sq cm), of the figure? Enter the number in the box.

square centimeters

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the area of the figure.

- The student may have split the figure into two shapes and incorrectly found the area of one of the shapes, and then added the areas of the two shapes together.

Shape 1 (square):

$$2 \text{ cm} \times 2 \text{ cm} = 4 \text{ square cm}$$

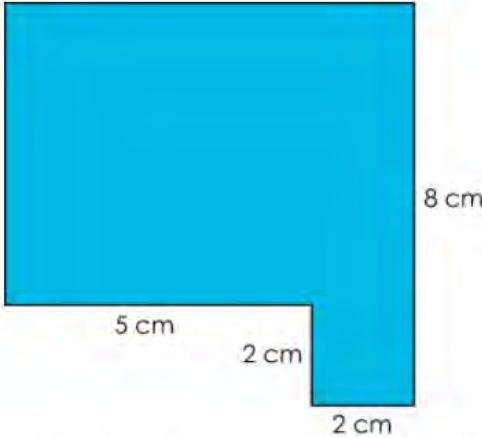
Shape 2 (rectangle):

$$5 \text{ cm} \times 8 \text{ cm} = 40 \text{ square cm}$$

$$4 + 40 = 44 \text{ square cm}$$

Sample Response: 0 points

A figure is shown.



What is the area, in square centimeters (sq cm), of the figure? Enter the number in the box.

square centimeters

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

### Notes on Scoring

This response earns no credit (0 points) because the student did not correctly calculate the area of the figure.

- The student may have split the figure into two shapes and incorrectly found the areas of both shapes, and then added the areas of the two shapes together.

Shape 1 (square):

$$2 \text{ cm} \times 5 \text{ cm} = 10 \text{ square cm}$$

Shape 2 (rectangle):

$$2 \text{ cm} \times 8 \text{ cm} = 16 \text{ square cm}$$

$$10 + 16 = 26 \text{ square cm}$$

Grade 3  
Math  
Practice Test

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Question 22

Question and Scoring Guidelines

## Question 22

Which number rounds to 700 when rounded to the nearest hundred?

- (A) 609
- (B) 649
- (C) 748
- (D) 752

Points Possible: 1

Content Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Content Standard: Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The student may have thought that the 9 was in the tens place and rounded to 700.

Rationale for Option B: This is incorrect. The student may have rounded 649 to 650 and then rounded to the nearest hundred to get 700.

Rationale for Option C: Key – The student correctly identified that since 4 is in the tens place, 748 rounds to 700 when rounded to the nearest hundred.

Rationale for Option D: This is incorrect. The student may have thought that you round down when the place value to the right of the place you are rounding to is a 5.

Sample Response: 1 point

**Which number rounds to 700 when rounded to the nearest hundred?**

A 609

B 649

C 748

D 752





Grade 3  
Math  
Practice Test

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Question 23

Question and Scoring Guidelines

## Question 23

Which example involves finding area?

- (A) packing a box
- (B) painting a wall
- (C) weighing a fruit
- (D) measuring a height

Points Possible: 1

Content Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Content Standard: Recognize area as an attribute of plane figures and understand concepts of area measurement.

*b.* A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units. (3.MD.5b)

## Scoring Guidelines

Rationale for Option A: This is incorrect. The student may have confused the meaning of “area” with that of “volume”.

Rationale for Option B: Key – The student correctly identified that painting a wall requires knowing how much two-dimensional space needs to be covered, which requires calculating area.

Rationale for Option C: This is incorrect. The student may have confused the meaning of “area” with that of “weight”.

Rationale for Option D: This is incorrect. The student may have confused the meaning of “length” with that of “area”.

Sample Response: 1 point

**Which example involves finding area?**

- A packing a box
- B painting a wall
- C weighing a fruit
- D measuring a height

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