

## OHIO Grade 3 Mathematics Achievement Test Blueprint

Standard	Item Type			Points
	Multiple Choice (1 point)	Short Answer (2 points)	Extended Response (4 points)	
Number, Number Sense and Operations	8 – 9	1 – 2	1	14 – 16
Measurement	3 – 8	1 – 2	0 – 1	9 – 10*
Geometry and Spatial Sense	3 – 8	1 – 2	0 – 1	9 – 10*
Patterns, Functions and Algebra	3 – 8	1 – 2	0 – 1	9 – 10**
Data Analysis and Probability	3 – 8	1 – 2	0 – 1	9 – 10**
Number of Scored Items	32	6	2	--
Total Numbers	40 items		52 points	

\* The combined number of points for these two standards on any test form will not exceed 19 points.

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### Item Distribution

Items are distributed among three item formats on each form of the test according to the following guidelines:

- Each of the five standards is assessed by multiple-choice items and at least one constructed-response item on every form of the test.
- Each operational form will typically include 6 Field Test items.

### Reporting of Results

Results will be reported using a scaled score for overall achievement as well as raw score points received for each of the following standards:

- Number, Number Sense and Operations
- Measurement
- Geometry and Spatial Sense
- Patterns, Functions and Algebra

- Data Analysis and Probability

Since Mathematics Process standard is dependent on the other standards for content, the Mathematics Process standard is embedded within each of the other standards and therefore will not be reported. The Mathematics Process standard will be identified with items as they are developed and as tests forms are constructed.

**Additional categories for item development:**

Careful attention is given in the design of the items and tasks to the level of mathematical understanding or cognitive demand that may be asked of the student when responding to items. Levels of complexity insure items, tasks and test forms assess an appropriate balance of content as well as a variety of ways of knowing and doing mathematics.

The levels of complexity categories for item and test form development are aligned with the Levels of Complexity in the mathematics 2005 Framework for the National Assessment of Educational Progress (NAEP). Each level of complexity describes the mathematical expectations of an item.

Item Type	Characteristics	Proportion of Assessment (Points)
Low Complexity	Items rely heavily on recall and recognition of facts and definitions or carry out a specified, routine procedure.	25 - 35%
Moderate Complexity	Items require interpretation of a problem or situation and use informal reasoning and problem-solving methods.	40 - 50%
High Complexity	Items require significant analysis and reasoning including abstract and sophisticated thinking.	15 - 25%