## Ohio Achievement Assessments Grade 3 Mathematics

Spring 2011

Answer Key and Scoring Guidelines

## Grade 3 Mathematics Answer Key Spring 2011

Item No	Туре	Content Standard	Content Standard Benchmark	Key
1	Multiple Choice	Number, Number Sense and Operations	Α	Not for public release
2	Multiple Choice	Patterns, Functions, and Algebra	Е	С
3	Multiple Choice	Data Analysis and Probability	С	В
4	Multiple Choice	Measurement	E	С
5	Short Answer	Data Analysis and Probability	G	2 pt rubric
6	Multiple Choice	Patterns, Functions, and Algebra	G	A
7	Multiple Choice	Geometry and Spatial Sense	G	Not for public release
8	Multiple Choice	Number, Number Sense and Operations	K	Not for public release
9	Multiple Choice	Data Analysis and Probability	Е	A
10	Extended Response	Patterns, Functions, and Algebra	А	Not for public release
11	Multiple Choice	Measurement	С	Not for public release
12-17		Field Test questions not used for st	udent score	·
18	Multiple Choice	Number, Number Sense and Operations	В	A
19	Multiple Choice	Patterns, Functions, and Algebra	А	С
20	Short Answer	Geometry and Spatial Sense	D	2 pt rubric
21	Multiple Choice	Data Analysis and Probability	В	Not for public release
22	Multiple Choice	Number, Number Sense and Operations	L	A
23	Multiple Choice	Data Analysis and Probability	F	Not for public release
24	Multiple Choice	Measurement	D	В
25	Extended Response	Number, Number Sense and Operations	K	Not for public release
26	Multiple Choice	Geometry and Spatial Sense	Н	Not for public release
27	Multiple Choice	Data Analysis and Probability	D	A
28	Multiple Choice	Number, Number Sense and Operations	J	Not for public release
29	Short Answer	Geometry and Spatial Sense	Е	Not for public release
30	Multiple Choice	Data Analysis and Probability	Н	Not for public release
31	Multiple Choice	Geometry and Spatial Sense	Α	С
32	Multiple Choice	Measurement	Α	Not for public release
33	Short Answer	Number, Number Sense and Operations	Α	Not for public release
34	Multiple Choice	Measurement	D	Not for public release
35	Multiple Choice	Number, Number Sense and Operations	G	Not for public release
36	Multiple Choice	Geometry and Spatial Sense	G	Not for public release
37	Multiple Choice	Number, Number Sense and Operations	Н	Not for public release
38	Short Answer	Patterns, Functions, and Algebra	А	Not for public release
39	Multiple Choice	Measurement	Α	Not for public release
40	Multiple Choice	Data Analysis and Probability	А	Not for public release
41	Multiple Choice	Number, Number Sense and Operations	С	В
42	Short Answer	Measurement	D	2 pt rubric
43	Multiple Choice	Patterns, Functions, and Algebra	С	В
44	Multiple Choice	Geometry and Spatial Sense	Ē	C
45	Multiple Choice	Number, Number Sense and Operations	A	Č
46	Multiple Choice	Measurement	D	Not for public release

Limited = 0-21; Basic = 22-29; Proficient = 30-40; Accelerated = 41-45; Advanced = 46-52 Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points

**5**. Sandy is choosing a dress and a pair of shoes to wear. She has a red dress, a yellow dress and a green dress. She also has black shoes and white shoes.

**Scoring Guidelines** 

Scoring G Points	Student Response
2 point	Sample Response:
•	Red dress and black shoes
	Red dress and white shoes
	Yellow dress and black shoes
	Yellow dress and white shoes
	Green dress and black shoes
	Green dress and white shoes
	• RB
	• RW
	• YB
	• YW
	• GB
	• GW
	The focus of this task is using lists to solve problems involving possible
	combinations. The response provides all six possible combinations of
	dresses and shoes without any incorrect combinations.
1 point	The response shows partial evidence of using lists to solve problems
'	involving possible arrangements or combinations; however, the solution may
	be incomplete or slightly flawed.
	Sample Response:
	Provide two to five correct combinations.
	<ul> <li>Provide more than six combinations but include two to five correct</li> </ul>
	combinations.
0 point	The response provides inadequate evidence of using lists to solve problems
	involving possible arrangements or combinations. The response provides an
	explanation with major flaws and errors of reasoning.
	Sample Response:
	<ul> <li>Provide only one correct combination.</li> </ul>
	<ul> <li>Restate the information provided in the item.</li> </ul>
	Be blank or give irrelevant information.

10.	Becky uses circl	es to create the T patter	n shown.	
	000			
	Figure 1	Figure 2	Figure 3	
		oicture of what Fig d this pattern.	gure 4 would look like	if Becky

Use words or numbers to describe the pattern she used to create the figures.

**Scoring Guidelines** 

	Scoring Guidelines	
Points	Student Response	
4 point	Sample Response:	
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	Start with 3 across and 3 down, then add 2 across, 1 on each side, and 2 down each time.	
	The focus of this task is extending the pattern and describing the pattern by organizing data in a table. The response provides a correct drawing of Figure 4 and an adequate description of this pattern.	
3 point	The response provides adequate evidence of extending the pattern and describing the pattern by organizing data in a table; however, the solution may contain a slight error, a flaw or a vague explanation.	

The response provides partial evidence of extending the pattern and describing the pattern by organizing data in a table; however, the solution is incomplete and/or contains minor flaws.  Sample Response:  • only provides a correct drawing OR an adequate description.  • shows an incorrect drawing and give an adequate description.  • shows a correct drawing and give an incorrect or incomplete description.
The response provides minimal evidence of extending the pattern and describing the pattern by organizing data in a table. The response has major flaws and errors in reasoning.  Sample Response:  • provides only a vague or incomplete description of the pattern.  • shows only a drawing of Figure 4 with the correct number of circles but in the wrong locations.
states only the correct number of circles in Figure 4.  The states only the correct number of circles in Figure 4.  The states only the correct number of circles in Figure 4.
The response provides inadequate evidence of extending the pattern and describing the pattern by organizing data in a table. The response may have major flaws or errors in reasoning.
Sample Response:
provides only an incorrect description of the pattern.
<ul> <li>restates the information provided in the item.</li> <li>is blank or state irrelevant information.</li> </ul>

Draw an angle that is smaller than a right angle.

Explain how you know the angle you drew is smaller than a right angle.

	oring Guidelines	
Points	Student Response	
2 point	Sample Response:	
	, because it's smaller than	
	The focus of this task is sketching and describing angles less than right angles. The response provides a correct drawing with an appropriate explanation.	
	<b>NOTE</b> : Any angle that is 89° or smaller will be correct.	
1 point	The response shows partial evidence of sketching and describing angles less than right angles; however, the response may be incomplete or slightly flawed.	
	Sample Response:	
	Provide an acute angle without an adequate explanation.	
0 point	The response provides inadequate evidence of sketching and describing angles less than right angles. The response provides major flaws and errors of reasoning.	
	Sample Response:	
	<ul> <li>Provide an obtuse angle with an inaccurate explanation.</li> <li>Restate the information provided in the item.</li> </ul>	
	Be blank or give irrelevant information.	

42. Nico wants to measure exactly  $\frac{1}{2}$  cup of water and  $\frac{3}{4}$  cup of milk. Shade in the part of each measuring cup that the water and milk should fill.

Will Nico have more water or more milk?

**Scoring Guidelines** 

Scoring Gui	
Points	Student Response
2 point	The response shows an understanding of using appropriate measurement tools and techniques to approximate a specified capacity. The response shows the cup
	labeled WATER is shaded up to, but not past the $\frac{1}{2}$ -cup mark, the cup labeled
	MILK is shaded up to but not past the $\frac{\overline{\overline{u}}}{\overline{u}}$ -cup mark, and MILK is identified as more.  Sample Response:
	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
1 point	The response shows a partial understanding of using appropriate measurement tools and techniques to approximate a specified capacity; however the solution is incomplete or slightly flawed.  Sample Response:  • Show both cups shaded correctly, but MILK is not identified as more.  • Show one cup correctly shaded and the comparison is based on their shadings.  • Identify Milk as more and one of the cups is incorrectly shaded. For
0 point	The response shows no or minimal understanding of using appropriate measurement tools and techniques to approximate a specified capacity.
	Sample Response:
	<ul> <li>Show both cups incorrectly shaded AND MILK is not identified as more.</li> </ul>
	Chair both dapo modifically drieded Arth Milet to not identified do more.

