



# Smarter Balanced Assessment Consortium:

Mathematics Practice Test Scoring Guide  
Grade 3 Braille Version

08/01/2016



### About the Practice Test Scoring Guides

The Smarter Balanced Mathematics Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information<sup>1</sup>:

- Claim: statement derived from evidence about college and career readiness
- Domain: a broad content area that contains related targets and standards (i.e., Geometry)
- Target: statement that bridges the content standards and the assessment evidence that supports the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for Mathematical Content (CCSS-MC)
- Common Core State Standards for Mathematical Practice (CCSS-MP)
- Percent Receiving (Number) Point(s): Percent of students that received the point(s) indicated following the scoring of student responses
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 3. A separate document is available that provides a grade 3 sample performance task and scoring guide.

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<sup>1</sup> Most of these terms (Claim, Domain, Target, DOK, etc.) are further defined in various other Smarter Balanced documents, as well as the Common Core State Standards for Mathematics. Refer to the *Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics* for more information.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#1	1	OA	D	2	3.OA.D.8	N/A	83

Megan baked 28 sugar cookies and 24 chocolate chip cookies.  
Enter the total number of cookies Megan baked in all.

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

**Key:** 52

**Rubric:** (1 point) The student enters the correct number of cookies.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#2	1	NBT	E	1	3.NBT.A.2	N/A	43

What unknown number makes this equation true?

$$\square = 881 - 72$$

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

**Key:** 809

**Rubric:** (1 point) The student enters the correct number.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#3	1	OA	A	1	3.OA.A.3	N/A	80

There are 5 rows of trading cards with 3 trading cards in each row.  
How many trading cards are there?

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

**Key:** 15

**Rubric:** (1 point) The student enters the correct number of trading cards.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#4	3	OA	F	2	3.OA.B	2, 4	71

Which expression is equal to  $6 \times 3$ , and why?

- Ⓐ  $6 + 3$ , because the numbers are in the same order
- Ⓑ  $6 \div 3$ , because division and multiplication are inverse operations
- Ⓒ  $3 + 6$ , because the order of the numbers does not matter in addition
- Ⓓ  $3 \times 6$ , because the order of the numbers does not matter in multiplication

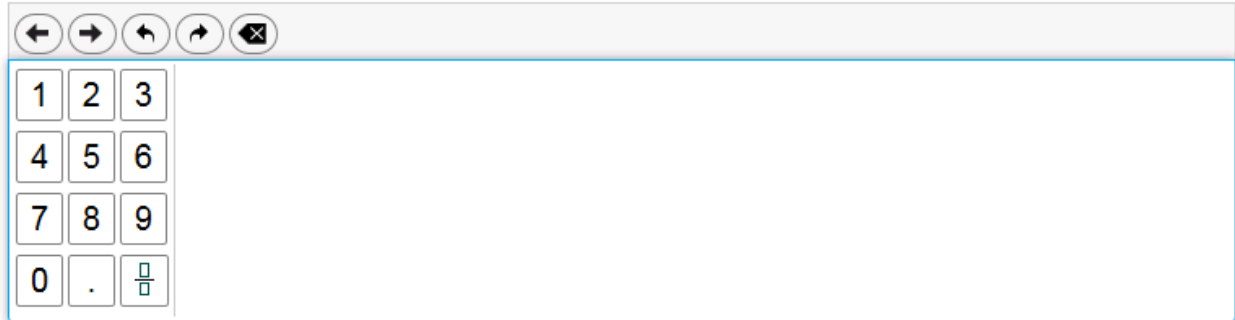
**Key:** D

**Rubric:** (1 point) The student identifies the correct expression and reason.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#5	1	OA	A	1	3.OA.A.3	N/A	69

Jack has 24 fish. He puts them into 4 bowls. Each bowl has an equal number of fish.

How many fish are in each bowl?

**Key:** 6

**Rubric:** (1 point) The student enters the correct number of fish.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#6	1	MD	G	1	3.MD.A.1	N/A	65

Look at the time on this clock.



Select the time, to the nearest minute, shown on the clock.

- (A) 7:42
- (B) 8:33
- (C) 9:33
- (D) 6:42

**Key:** D

**Rubric:** (1 point) The student selects the correct time.



Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#7	2	NBT	C	2	3.NBT.A.2	1, 2	47

The table shows the number of books in four third-grade classrooms. One of the teachers is Tim’s teacher, and one of the teachers is Sue’s teacher.

Teacher	Number of Books
Mr. Smith	136
Ms. Rose	148
Mr. Brown	172
Mrs. Lee	122

Tim’s teacher has 26 more books than Sue’s teacher.

Who is Tim’s teacher?

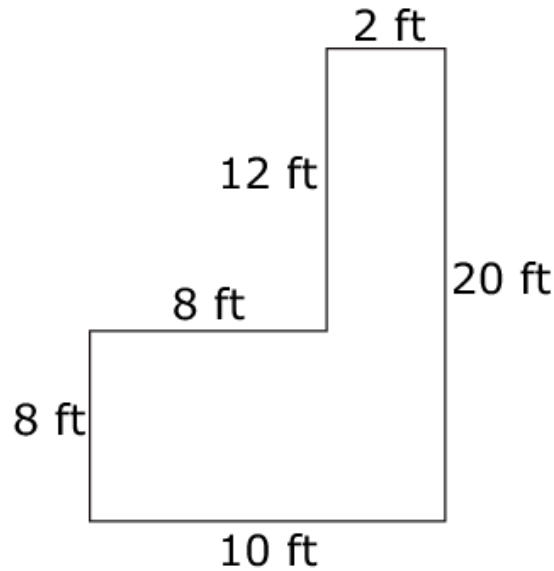
- Ⓐ Mr. Smith
- Ⓑ Ms. Rose
- Ⓒ Mr. Brown
- Ⓓ Mrs. Lee

**Key:** B

**Rubric:** (1 point) The student selects the correct teacher.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#8	1	MD	J	1	3.MD.D.8	N/A	56

The side lengths of a shape are shown.



Enter the perimeter, in feet, of the shape.

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

**Key:** 60

**Rubric:** (1 point) The student enters the correct perimeter of the shape.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#9	1	NF	F	1	3.NF.A.3	N/A	52

What number goes in the box to make the equation true?

$$\frac{\square}{1} = 5$$

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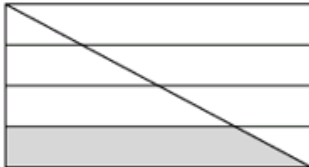
1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

**Key:** 5 or equivalent

**Rubric:** (1 point) The student enters a correct number.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#10	3	NF	D	2	3.NF.A.1	3	48

Jamie drew this shape.



She says, "I divided the shape into 8 parts. I shaded 1 part. So  $\frac{1}{8}$  of the shape is shaded."

Is Jamie correct? Select the statement that explains why.

- A Yes, because there is 1 large piece shaded.
- B Yes, because the shape is divided into 8 parts.
- C No, because the 8 parts should be the same size.
- D No, because there should be 1 medium piece shaded.

**Key:** C

**Rubric:** (1 point) The student selects the correct statement.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#11	1	OA	A	1	3.OA.A.4	N/A	67

What unknown number makes this equation true?

$$6 \times 8 = \square$$

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

**Key:** 48

**Rubric:** (1 point) The student enters the correct number.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#12	1	OA	B	1	3.OA.B.6	N/A	58

Which equation has the same unknown value as  $30 \div \square = 6$ ?

- A  $6 \times 30 = \square$
- B  $6 \div 30 = \square$
- C  $6 \times \square = 30$
- D  $6 \div \square = 30$

**Key:** C

**Rubric:** (1 point) The student selects the correct equation.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#13	1	OA	D	2	3.OA.D.9	N/A	55

Part of a multiplication table is shown.

What two numbers correctly complete the pattern in the table?

Enter your answers in the table.

12	15	18	21
16	<input type="text"/>	24	28
20	<input type="text"/>	30	35
24	30	36	42

**Key:** 20 in the first row and 25 in the second row

**Rubric:** (1 point) The student enters the correct numbers.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#14	1	OA	C	1	3.OA.C.7	N/A	57

Decide whether each equation is true or false.

Click True or False for each equation.

	True	False
$8 \times 2 = 4 \times 6$	<input type="checkbox"/>	<input type="checkbox"/>
$7 \times 3 = 3 \times 7$	<input type="checkbox"/>	<input type="checkbox"/>
$5 \times 6 = 3 \times 10$	<input type="checkbox"/>	<input type="checkbox"/>

**Exemplar:** (shown at right)

**Rubric:** (1 point) The student correctly identifies the true equations.

	True	False
$8 \times 2 = 4 \times 6$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$7 \times 3 = 3 \times 7$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$5 \times 6 = 3 \times 10$	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#15	1	OA	C	1	3.OA.C.7	N/A	58

Enter the unknown numbers that make each equation true.

Enter the first unknown number in the first box.

Enter the second unknown number in the second box.

$$5 \times 8 = \square$$

$$8 \times 7 = \square$$

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

**Key:** 40 and 56

**Rubric:** (1 point) The student enters the correct products.

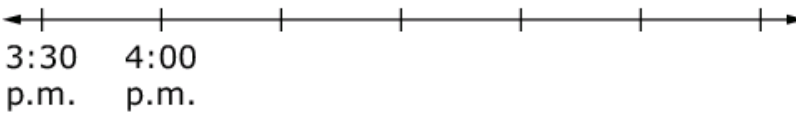
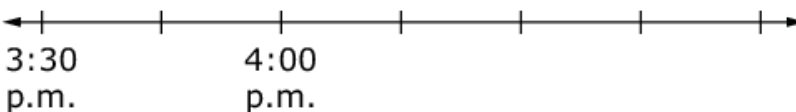
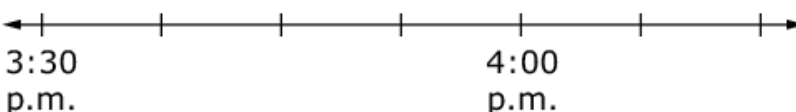
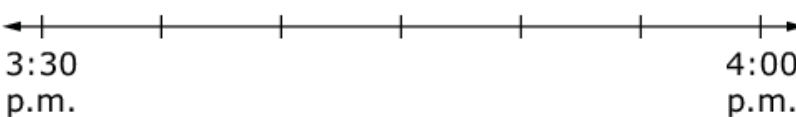
Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#16	3	MD	F	2	3.MD.A.1	4	39

Paul made a number line to show the times he started reading and finished reading.



Paul read for 45 minutes.

Which number line shows 4:00 p.m. in the correct place on Paul's number line?

- (A) 
- (B) 
- (C) 
- (D) 

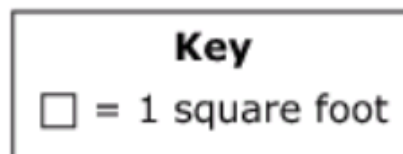
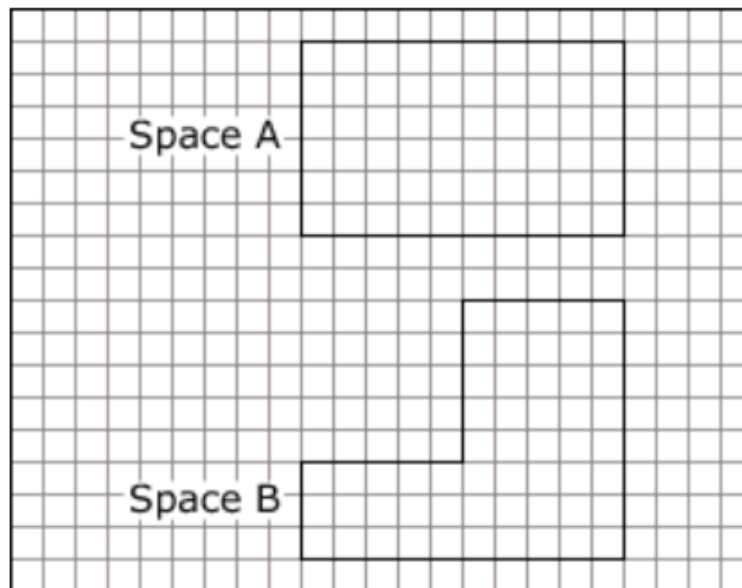
**Key:** B

**Rubric:** (1 point) The student identifies the correct number line.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP	Percent Receiving 1 Point
#17	1	MD	I	2	3.MD.C	4, 6	44

City planners want to build a garden by the city library.

- There are 2 possible spaces for the garden.
- The planners draw models of the spaces on a grid.
- Each unit length on a model equals a length of 1 foot.



How much more area does space A have than space B?

- Ⓐ 5 square feet
- Ⓑ 25 square feet
- Ⓒ 30 square feet
- Ⓓ 60 square feet

**Key:** A

**Rubric:** (1 point) The student selects the correct number of square feet.





















