



Grade 3
English Language Arts and Mathematics
Item and Scoring Sampler
2015

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INTRODUCTION

The Georgia Milestones Grade 3 English Language Arts (ELA) EOG assessment and the Grade 3 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA) and mathematics. These assessments consist of a variety of item types including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that appear on the operational Georgia Milestones Grade 3 ELA EOG assessment and the operational Georgia Milestones Grade 3 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

ELA CONSTRUCTED-RESPONSE ITEM TYPES

The **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the EOG assessment, the **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point **extended writing response** item requires the student to write an opinion piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended-writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

The extended writing task and the narrative constructed-response item are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Errors are not counted unless they permeate the response and impact or interfere with overall understanding.

MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response he or she constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Grade 3 Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

ITEM ALIGNMENT

Each constructed-response item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”


Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

INTRODUCTION

ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response questions are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following the test question is the scoring guide for the constructed-response question. The scoring guide includes the Item Information Table, the item-specific scoring guideline, and annotated sample student responses at each score point.

For mathematics items, each item-specific scoring guideline includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessment may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:

Grade 3

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

PASSAGE 1

Dog Business

Max had always dreamed of starting his own dog-walking business. Now that he was in third grade, his parents thought he was old enough to try out his idea. Max and his parents talked to the Smiths, their neighbors. The Smiths had a new yellow puppy named Roxy. They were happy to let Max walk her, but they warned him that the puppy had a lot of energy.

During school on Monday, Max could think only about one thing—his new business. Max even drew a map of where he would take Roxy on their walk. After school, Max went to the Smiths to pick up Roxy and take her for their stroll. Max was surprised when he saw how big Roxy was! Roxy jumped up, put her paws on Max’s shoulders, and gave him a big, wet kiss on his cheek. Max was a little nervous, but he thought to himself, *I can do this. See, she likes me!*

Max took out his map and showed it to the Smiths. First, he would walk to the park, then around the soccer field, and finally come back home. The Smiths thought this was a great idea.

Mr. Smith put Roxy on a leash for Max. Then Max was on his own, walking the big, excited puppy.

“Bye, Mr. and Mrs. Smith. We will be back soon. Don’t worry about us. We will have a great time!” said Max.

Mr. and Mrs. Smith smiled and waved as Max and Roxy walked down the block.

Wow, thought Max. *This is more fun than I imagined. I really like dogs!*

As they were nearing the park, Max saw that there were large puddles with dark mud in the grass. Keeping the puppy close by his side, he tried to stay away from the puddles. But Roxy had a different idea.

Suddenly, Roxy darted off barking and chasing a squirrel. Max tried to hold on, but he slipped in the mud. The puppy stopped as soon as she saw the squirrel race up a tree. But it was too late. Max was covered with mud! And Roxy looked like a huge, yellow cupcake covered with chocolate frosting.

Oh, no! thought Max. *The Smiths will never want me to take their puppy for a walk again. My parents will be angry too. I better go home and deal with this mess.*

Just then, Max thought of a great idea for his next business: a dog-washing business. He would start today! Roxy would be his first customer.

CONSTRUCTED-RESPONSE ITEM

ELAGSE3.RL.2



1. Write a summary of the story.

Use details from the story to support your answer. **Type your answer in the space provided.**

Scoring Guide

#1 Item Information

<p>Standard: ELAGSE3.RL.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> Gives sufficient evidence of the ability to retell a story, including key details. Includes specific key details that make clear reference to the text. Adequately retells the story using the key events, characters and message of the story with clearly relevant information based on the text. <p>The response: <i>Provides a descriptive, text-based (e.g., chased a squirrel, became covered in mud) summary of the story that includes the most important events in a logical (i.e., sequential) order.</i></p>
1	<ul style="list-style-type: none"> Gives limited evidence of the ability to retell a story. Includes vague or irrelevant details that make reference to the text. Attempts to retell the story using the events, characters or message of the story, but may include vague or irrelevant details.
0	<ul style="list-style-type: none"> Gives no evidence of the ability to retell a story.

STUDENT RESPONSES

ELAGSE3.RL.2

Response Score: 2 points



1. Write a summary of the story.

Use details from the story to support your answer. **Type your answer in the space provided.**

The story is about Max and how he starts a new business of dog walking. max gets help from his parents when starting this. They asked the neighbors if Max could walk their new puppy. Max was warned that the puppy “had a lot of energy.” Max makes sure he plans the walk before he goes. He drew a map of the walk. Mr. and Mrs. Smith let Max take Roxy on the walk. The story goes on to describe how things went for Max and Roxy. Max found that he was enjoying his self during the walk. He followed the map that he had drawn. Max and Roxy get near some mud puddles and Max tried to keep her away. Roxy chases a squirrel and goes right through the mud with Max. They are both covered in mud. Max became worried that his parents and Mr. and Mrs. Smith would be mad at him. Max gets another idea for a business “a dog-washing business. Roxy would be his first customer.”

The student provides sufficient evidence of the ability to recount the beginning, middle, and end of the story about Max’s dog-walking business.

The response includes specific details that describe the characters and events of the story: “*Max was warned that the puppy ‘had a lot of energy.’*” The student does provide quotations from the original story, though it is not required that the student quote directly to achieve full credit.

ELAGSE3.RL.2

Response Score: 1 point

1. Write a summary of the story.

Use details from the story to support your answer. **Write your answer on the lines on your answer document.**

This story is about a boy named Max who walks dogs. He gets to walk his next door neighbor's dog named Roxy. He picks the dog up and takes her for the walk. He follows a map that he made earlier. In the story there is an accident where Max and Roxy get all dirty.

The student provides limited evidence of the ability to summarize the story: "...story is about a boy named Max who walks dogs."

The response includes information from the beginning and middle, but the details are generally vague. The student does not provide an ending to the story. The statement, "In the story there is an accident where Max and Roxy get all dirty," is not an ending to the story.

ELAGSE3.RL.2

Response Score: 0 points



1. Write a summary of the story.

Use details from the story to support your answer. **Type your answer in the space provided.**

This story is about a kid and a dog. His name is Max. Max has fun with the dog in this story. Max likes to walk to the park and chase squirrels.

The student does identify the character of Max and state that Max has fun with a dog. However, there are flaws.

The one detail that was provided in the response ("*Max likes to walk to the park and chase squirrels.*") misidentifies the character that chases squirrels.

The student does not describe the sequence of events from the story.

CONSTRUCTED-RESPONSE ITEM

ELAGSE3.W.3



2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Type your answer in the space provided.**

Scoring Guide

#2 Item Information

<p>Standard: ELAGSE3.W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4</p> <p>Extended Thinking</p> <p>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SCORING GUIDELINE FOR NARRATIVE ITEM

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively establishes a situation and introduces a narrator and/or characters Organizes an event sequence that unfolds naturally Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations Uses a variety of words and phrases consistently to signal the sequence of events Provides a sense of closure that follows from the narrated experiences or events Integrates ideas and details from source material effectively Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Establishes a situation and introduces one or more characters Organizes events in a clear, logical order Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations Uses words and/or phrases to indicate sequence Provides an appropriate sense of closure Integrates some ideas and/or details from source material Has a few minor errors in usage and/or conventions with no significant effect on meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a vague situation and at least one character Organizes events in a sequence but with some gaps or ambiguity Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations Uses occasional signal words to indicate sequence Provides a weak or ambiguous sense of closure Attempts to integrate ideas or details from source material Has frequent errors in usage and conventions that sometimes interfere with meaning
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Response is a summary of the story Provides a weak or minimal introduction of a situation or a character May be too brief to demonstrate a complete sequence of events Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order Provides a minimal or no sense of closure May use few, if any, ideas or details from source material Has frequent major errors in usage and conventions that interfere with meaning

ENGLISH LANGUAGE ARTS

0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none">• Blank• Copied• Too Limited to Score/Illegible/Incomprehensible• Non-English/Foreign Language• Off Topic/Off Task/Offensive
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STUDENT RESPONSES

ELAGSE3.W.3

Response Score: 4 points

2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Write your answer on the lines on your answer document.**

Max had decided that his next job would be dog-washing. He brought muddy Roxie back to the Smiths house. Max had remembered that his parents had asked the Smiths when he wanted to start his dog-walking business. "I would be glad to wash all of that mud off of Roxie," said Max. "Ok," said Mr. Smith. Max walked to his house. "Wow, Dad!" yelled Max. Max told his parents that he gotten a new business idea while on the walk with Roxie. Max explained what had happened with the dog and the mud. Just like making a map to prepare for the walk, Max decided to make a list for the wash. He would need: towels, soap, water, a scrubber, and a bucket. Max's father said to him "you will have to make money to buy supplies. I will help you out this one time." Max's father went to find the items on Max's list. While he was waiting he wrote down how he planned on cleaning the dog. Eventually Max was able to get Roxie to sit still and he was able to clean all the mud off of her. Roxie gave a full body shake when he was done. Max put his hands on his hips and said "I can really do this." Max brought a clean Roxie back to the Smiths house.

The student effectively writes a narrative essay. The narrative establishes a situation (Max's next job as a dog washer) and introduces several characters (Max, Roxy, the Smiths, and Max's parents).

The narrative has an event sequence that unfolds naturally with a beginning (*"Max had decided that his next job would be dog-washing."*), middle (Max explains his business idea to his parents, enlists the help of his father with needed supplies, and cleans the mud off of Roxy) and ending (*"Max brought a clean Roxy back to the Smiths house."*).

There are a variety of words and phrases used to signal the sequence of events: *"when; while; decided; brought; remembered; walked; told; explained; making; prepare; waiting; planned . . ."* The student effectively integrates details from the source material into the narrative. *"Max had remembered that his parents had asked the Smiths . . ."; " . . . he gotten a new business idea while on the walk with Roxy."*

There is use of dialogue as well as description (*"I would be glad to wash all of that mud off of Roxy"*), though the use of dialogue is not expected or required for a 3rd grade student to achieve a top score point.

While there are a few errors in usage and conventions, they do not interfere with meaning: *"max"* (no capital) and *"happend," "Eventualy"* (spelling errors).

ELAGSE3.W.3

Response Score: 3 points



2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Type your answer in the space provided.**

"max are you awake?" asked my mother."Yes mom," I said.I just remembered that today is my first day on my new job: dog washing.I put my clothes on fast and ran down the stairs into the kitchen.I quickly walked over to the neighbors house to retrieve my first customer. I knocked on Mrs. Smith's door and I told her I was ready to get Roxy clean and she told me Roxy was in the back yard.There was Roxy all caked in mud from yesterday's walk.I kept Roxy on a tight leash this time because I din't want a repeat of yesterday. When I got her back to my house I got the hose and washed all of the brown away.It was a good first day.

The student writes a story in the first person from Max's perspective about the first day of his new job: dog washing.

The story has a beginning (Max's mom wakes him up and he realizes it is time to go wash Roxy), middle (Max goes over to the Smiths' house to retrieve Roxy), and ending (Max gets Roxy clean).

There is a good sequencing of events in the story, but the story is lacking in descriptive details in some places ("I knocked on Mrs. Smith's door and I told her I was ready to get Roxy clean and she told me Roxy was in the back yard.").

The story continues events from the source material, and does integrate details from the source ("There was Roxy all caked in mud from yesterday's walk."). There is an attempt to provide closure at the end of the story, but the ending is somewhat abrupt ("It was a good first day.").

There are a few minor errors in usage/conventions:"max" (not capitalized),"neighbors" (no apostrophe), and a run-on sentence ("I knocked on Mrs. Smith's door and I told her I was ready to get Roxy clean and she told me Roxy was in the back yard."), but they do not interfere with meaning.

ELAGSE3.W.3

Response Score: 2 points

2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Write your answer on the lines on your answer document.**

Since Roxy got all dirty yesterday Max decided to start washing dogs. He would need customers first. Max would go through his neighborhood and advertise himself like his parents did with the Smiths. Max would set up the dog washing at his house. Max would need to set a price for each wash. Max will get started this weekend.

The student introduces a situation that follows from the source material: "Since Roxy got all dirty yesterday Max decided to start washing dogs."

The response describes the series of tasks that Max will have to do to start his dog-washing business (advertise, set up the house, set a price), but is list-like and lacking in detail.

While the response does not provide details about what happens when Max starts to wash dogs, there is an attempt to provide closure to the narrative ("Max will get started this weekend.") indicating that Max is now ready to start his new business.

There are some errors in usage/conventions, such as spelling/typos ("through," "advertise," "weeknd"), but these do not interfere with meaning.

ELAGSE3.W.3

Response Score: 1 point



2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Type your answer in the space provided.**

He brouhgt the dog back to her house. He said "sorry the dog got into a mud puddle" He said he would wash it. He brings it home. He get it wet and puts on soap. The dog is clean. He likes dogs.

The student provides a brief story continuing on from the events in the source material. The response describes what happens when Max brings Roxy back to his neighbors' house, though the student does not refer to Roxy or his neighbor by name ("*He brouhgt the dog back to her house.*"). The details provided in the story provide a sequence of events, but are list-like and vague ("*He said he would wash it. He brings it home. He get it wet and puts on soap.*"), with very little descriptive language used.

There are errors in usage/conventions such as subject/verb agreement ("*He get it wet and puts on soap.*") that, while few in number, in such a short response do start to interfere with meaning.

ELAGSE3.W.3

Response Score: 1 point



2. At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the passage when writing your own story. **Type your answer in the space provided.**

Max woke up in the morning and got ready to go next door to get roxy. When he arrived the Smiths told Max that roxy has "a lot of energy" and to be careful. Max took out his map and showed the Smiths where he planned to take her. Max and roxy were near the park when Roxy spotted the squirrel. Max saw some puddels of mud and was trying to avoid walking in them. All of a sudden roxy took off running. She ran right through the mud puddle and took Max with her. The two of them were now covered in mud and Max started to worry about what the Smiths and his parents would say. When he brought Roxy home, he explained what had happened and then decided that he should start dog washing next.

The student has provided a summary of events from the text rather than providing an original narrative about the events after the story related to Max's decision to start a dog-washing business.

PASSAGE 2

The Story of Money

Long ago, people traded their own goods to buy food or clothes. When a farmer needed a new pair of boots, he would give the shoemaker some corn to pay for them. Sometimes trading did not work. For example, a fisherman might offer to trade his fish for bread from the baker, but the baker might not like fish. He would refuse.

People began to understand that they needed something to use as money. In different places, the people chose whatever was worth a lot to them. In many towns, animals became common forms of money. Some towns used grains or salt. Other places used shells, beads, or tools such as shovels!

This caused problems. First, people often could not save their riches. Animals grew old. Also, people had trouble carrying their money along with them. Bags of salt were heavy. Shovels were big.

People searched for a better kind of money. In time, they began making coins. They used metals like silver, copper, or gold. The small round coins fit nicely into pockets. A person could save this kind of money for years.

Today, people continue to use both paper money and coins. With them, they can now easily buy boots, fish, or bread anywhere they are sold.

PASSAGE 3**Make Your Money Work for You**

Learning to save money is not easy. Yet, it is an important lesson. People save money to buy things they need. First, they need to have a plan. It will guide their spending.

First, children can get three small boxes. They can mark one as “savings.” They should choose something special that they would like to buy or do. Writing down the amount of money they will need to reach that goal can help.

Children should mark the second box as “spending.” This is money that can be used right away. Children may buy ice cream or a new toy.

The third box should be marked as “giving.” The money in this box is for buying gifts for others. If they would like, children can also give some of this money to a worthy cause, like a food bank.

At times, children may want to take money from the savings box to buy something that suddenly catches their eye. They must remember their goals. If they follow the plan, their savings will continue to grow.

CONSTRUCTED-RESPONSE ITEM

ELAGSE3.RI.9



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

#3 Item Information

<p>Standard: ELAGSE3.RI.9</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
2	<ul style="list-style-type: none"> Gives sufficient evidence of the ability to determine the differences between the main points of the two passages Includes specific details that make clear reference to the text <p>The response:</p> <p><i>Identifies the main points of each passage (passage 1 addresses how trading goods was replaced with coin money, and passage 2 addresses how people began to save money). Identifies how the passages are different, giving examples (e.g., historically animals and salt were used for trading; people can use boxes to save money today).</i></p>
1	<ul style="list-style-type: none"> Gives limited evidence of the ability to determine the differences between the main points of the two passages Includes vague/limited details that make reference to the text
0	<ul style="list-style-type: none"> Gives no evidence of the ability to determine the differences between the main points of the two passages

STUDENT RESPONSES

ELAGSE3.RI.9

Response Score: 2 points



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The main point in The Story Of Money is to teach you what people used as money years ago and why they switched to making coins. In The Story Of Money the text said trading didn't always work. Then they started using their valuable to buy goods. But the valuable were heavy so the started making coins out of silver, copper, or gold.

The main point of Make Your Money Work For You is teching kids how to save, spend, and give money. In the text it said get three small boxes then label one with savings then one with spending then one with giving. The spending money you can use any time to buy a toy or ice cream.

The student has given sufficient evidence of the ability to determine the differences between the main points of the two passages (“*The main point in The Story Of Money is to teach you what people used as money years ago and why they switched to making coins.*” and “*The main point of Make Your Money Work For You is teching kids how to save, spend, and give money.*”).

The student has included specific details that make clear reference to the two passages (“*the started making coins out of silver, copper, or gold*” and “*get three small boxes then label one with savings then one with spending then one with giving*”).

ELAGSE3.RI.9

Response Score: 1 point



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

in my point of the story make your money work for you is learning to save money.in my point the story of money people traded thare own goods to git food or clothes.

The student has given only a brief description of the main points of the two passages (“*learning to save money*” and “*people traded thare own goods to git food or clothes*”), but does not provide any specific details from either passage.

ELAGSE3.RI.9

Response Score: 0 points



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Learning to save money is not easy. People save money because they need the money to buy food, and clothes. First they need a plan. It will guide them from spending.

The student refers generally to the main point of one passage only (“*Learning to save money is not easy.*”) and has provided some limited details from the passage (“*People save money because they need the money to buy food, and clothes.*” and “*First they need a plan.*”). The other passage is not referenced at all, so no comparison between the main ideas has been made.

ELAGSE3.RI.9

Response Score: 0 points

3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**

The main points in The Story of Money and Make your money work for you are different because one passage is talking about long ago and the other is know.

While the student has correctly stated that one passage describes the past (“long ago”) and one describes the present (“know”), these are not the main points of the two passages.

You have read “The Story of Money” and “Make Your Money Work for You” and have answered some questions about what you have read. Now write your informational piece on your answer document.

Writing Task

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains. **Write your answer on the lines on your answer document.**

Before you write, be sure to

- think about ideas, facts, definitions, details, and other information and examples you want to use;
- think about how you will introduce your topic and what the main topic will be for each paragraph;
- develop your ideas clearly and use your own words, except when quoting directly from the passages;
- identify the passages by title or number when using details or facts directly from the passages; and
- use scratch paper if needed.

Now write your informational piece on your answer document. Be sure to

- introduce the topic clearly;
- use information from the two passages so that your piece includes important details;
- develop the topic in a clear order, with facts, definitions, and details related to the topic;
- use linking words to connect ideas;
- use clear language and vocabulary;
- have a strong conclusion; and
- check your work for correct usage, grammar, spelling, capitalization, and punctuation.

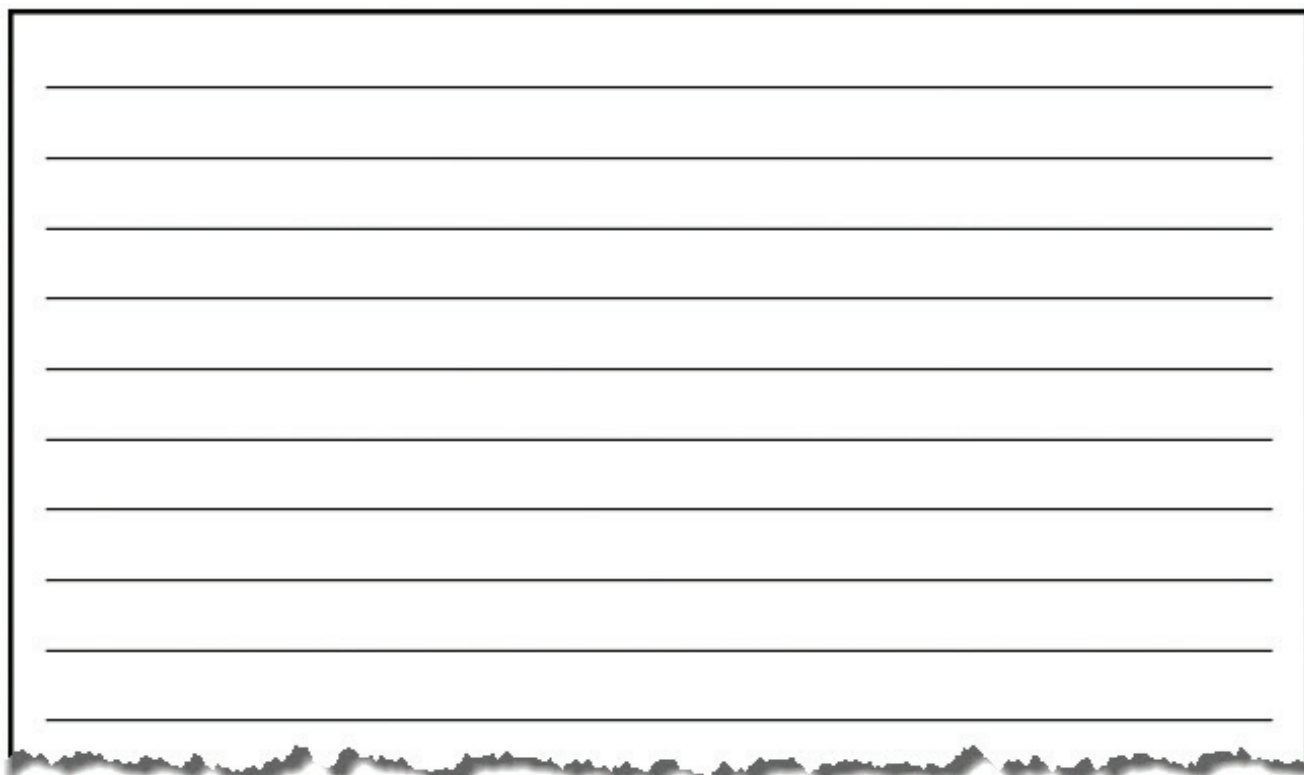
CONSTRUCTED-RESPONSE ITEM

ELAGSE3.W.2

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains.
Write your answer on the lines on your answer document.



Scoring Guide

#4 Item Information

<p>Standard: ELAGSE3.W.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Item Depth of Knowledge: 4</p> <p>Extended Thinking</p> <p>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Score	Description
Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i>	4	<i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> Effectively introduces a topic Groups related ideas together to give some organization to the writing Effectively develops the topic with multiple facts, definitions, and details Effectively uses linking words and phrases to connect ideas within categories of information Provides a strong concluding statement or section
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"> Introduces a topic Develops the topic with some facts, definitions, and details Groups some related ideas together to give partial organization to the writing Uses some linking words to connect ideas within categories of information, but relationships may not always be clear Provides a concluding statement or section
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</i> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic Ineffectively groups some related ideas together Uses few linking words to connect ideas, but not all ideas are well connected to the topic Provides a weak concluding statement or section
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Provides a minimal or no concluding statement or section
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Score	Description
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> Has clear and complete sentence structure, with appropriate range and variety Shows knowledge of language and its conventions when writing Any errors in usage and conventions do not interfere with meaning
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> Has complete sentences, with some variety Shows some knowledge of language and its conventions when writing Has minor errors in usage and conventions with no significant effect on meaning
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of language and its conventions when writing Has frequent errors in usage and conventions that interfere with meaning
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE3.W.2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains. Write your answer on the lines on your answer document.

In "The Story of Money" the people used money differently than we use money today. They traded their own goods to buy food or clothes. In the story it said "People began to understand that they needed something else to use for money other than trading goods to other people." For a long time this caused lots of problems. Also in the story it said "People searched for a different kind of money." They started making coins. They could be made out of silver, copper or gold. The passage said "The small round coins fit nicely into pockets. A person could save that money for years. Today, people still use paper money and coins. Now people

can buy thing wherever they are sold. In the text "Make Your Money Work for You" it is all about saving, spending and giving money. In the passage it says people save money to buy things they need.

Children can have a savings box, spending box, and a giving box. In your spending box you can have money you are going to spend. In your giving box you can give money to charites. These details prove how we spent money.

The student has provided a well-developed informative essay that explains the different ways people use and save money.

The topic is introduced with a summary of some facts taken from "The Story of Money." The topic is developed through the use of assorted facts and details from both of the passages, which the student synthesizes well into an original piece.

Related ideas about the past ("They traded their own goods to buy food or clothes.") and present ("In the passage it says people save money to buy things they need.") forms and uses of money are grouped together, giving some organization to the writing. While brief, the student does provide a concluding statement ("These details prove how we spent money.").

The response demonstrates full command of language usage and conventions. Clear and complete sentences are used, and some variety in sentence structure and length is shown. Knowledge of language and its conventions is demonstrated in vocabulary, variations of sentence structure, and the effective use of quotations from the texts.

ELAGSE3.W.2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains.
Write your answer on the lines on your answer document.

Did you know people used to trade to get what they wanted?

Well they did! Since people didn't have money in the olden days they would trade to get what they wanted. For example, a fisherman wants a fishing rod from a salesman and give him fish.

Now since money is made people use money instead. People do lots of things with money, spend, save, and trade! Money is probably the most wanted thing on Earth! In the United States the highest bill is a 100 dollar bill. But it used to be a 1,000 dollar bill!

Saving money is really hard.
 But it is important. Say if you have
 300\$ and you buy an Xbox 1.
 But you saving up to 350\$. But the
 console didn't work and there were
 no refunds.

You had to do it all over again.
 It's even hard for me to save
 money. I hope you learned
 something new.

The student has provided an informational essay that explains the different ways people use and save money. The first paragraph of the essay deals with trading (*"Since people didn't have money in the olden days they would trade to get what they wanted."*). The student provides an example of trading where a fisherman trades a fish for a fishing rod.

The second paragraph transitions to a discussion of money (*"Now since money is made people use money instead."*). The third paragraph discusses saving money. A conclusion is attempted, but only deals with saving money, and does not refer back to either of the first two paragraphs. Overall, there is a lack of cohesion as the student jumps from one idea to the next.

The response demonstrates full command of language usage and conventions. Sentence structure is clear and complete, with appropriate range and variety. The variety in sentence structure, accurate punctuation appropriate to grade level, and word choice show knowledge of language and its conventions when writing. Errors that might be present, such as fragments (*"Say if you have 300\$ and you buy an Xbox 1."*) do not interfere with meaning.

ELAGSE3.W.2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains.
Type your answer in the space provided.

In the past they would of do it really diffrent than the present .In the past they would trade stuff to get what they want. In the past your hole life would be trading stuff for something you want.You would be trading lots of comman animals.In the present you buy stuff to get what you really want to get.Also in the present you don't have to trade stuff.In the present you can save money to buy what you really need.In the past there weren't any jobs to save money out of.In the present you also can save money many diffrent kind of ways like in a tiny little box you can save up.

The student has provided an informative essay that cursorily explains how people use and save money. The student provides a minimal introduction ("*In the past they would of do it really diffrent than the present .*").

The body of the essay is list-like, with many sentences starting with "*In the past...*", and the student focuses mostly on details from only one of the passages. Ideas are not grouped together, and no linking words or transitional phrases are used. There is no conclusion.

The response demonstrates partial command of language usage and conventions. All sentences are complete but identical in structure and subject/verb choice. The student shows some knowledge of language and its conventions when writing. Error in usage and conventions (most notably misspellings) slow reading but do not significantly interfere with meaning.

ELAGSE3.W.2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains.
Type your answer in the space provided.

Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how.

In the past people used to have to trade their stuff to get other things they really needed like clothes. today all you have to do is give coins or paper money. In the past you had to salt or grains if you move you might have to use beads, tools, or shells. Now most places use money. In the past it was hard to carry the stuff you used to buy things. Now money is as light as a feather. Now do you see how big of a difference there is.

The student has provided an informative essay that cursorily explains how people use and save money. The student has a brief introduction (*"Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how."*).

The body of the essay focuses on details from only one of the passages. There is a concluding sentence, though it is minimal.

The response demonstrates partial command of language usage and conventions. All sentences are complete but repetitive in structure and subject/verb choice. The student shows some knowledge of language and its conventions when writing. Error in usage and conventions (such as incorrect punctuation on the question that opens the essay, or missing capitalization at the beginning of the second sentence in the second paragraph) slow reading but do not significantly interfere with meaning.

ELAGSE3.W.2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in the two passages. Then write an informational piece explaining the different ways people use and save money.

Be sure to use information from BOTH passages as you write a piece that informs or explains.
Type your answer in the space provided.

In the past they could barley save any money because they didn't have much money but today we have a lot of money so we can save.

The student has provided a response that references the prompt (saving money in the past and in the present), but the ideas are unclear and minimally developed.

A single sentence with structural issues (run-on) in an extremely brief piece is not sufficient to show success in language usage or conventions.

NO TEST MATERIAL
ON THIS PAGE

Grade 3

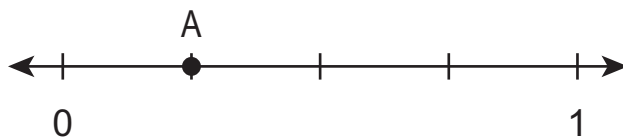
MATHEMATICS

Sample Constructed-Response Items

CONSTRUCTED-RESPONSE ITEM

MCC3.NF.2

5. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

What number belongs in the box to represent point A? Explain how you found your answer.
Write your answer in the space provided on your answer document.

#5 Item Information

<p>Standard: MCC3.NF.2</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p>	<p>Item Depth of Knowledge: 2</p> <p>Basic Application of Skill/Concept</p> <p>Student uses information, conceptual knowledge, and procedures.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

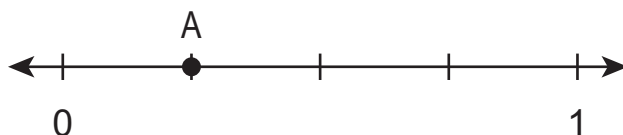
Score Point	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying the denominator as 4 and providing a complete, correct explanation that shows the student sees the interval from 0 to 1 as having 4 equal sections (or equivalent).</p> <p>Exemplar Response:</p> <p style="padding-left: 40px;">The number that goes in box is 4. (1 point)</p> <p style="padding-left: 80px;"><u>AND</u></p> <p style="padding-left: 40px;">From 0 to 1 is divided into 4 equal parts. A is $\frac{1}{4}$. (1 point)</p> <p style="padding-left: 80px;"><u>OR</u></p> <p style="padding-left: 40px;">Other valid response</p>
1	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p> <p style="padding-left: 40px;"><u>OR</u></p> <p>Give 1 point when student identifies a different denominator <u>and</u> provides an explanation that shows understanding of equal parts from 0 to 1.</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding that fractions represent equal parts of a whole.</p>

STUDENT RESPONSES

MCC3.NF.2

Response Score: 2

5. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

What number belongs in the box to represent point A? Explain how you found your answer. Write your answer in the space provided on your answer document.

4. because each dash increases by $\frac{1}{4}$ on the number line.

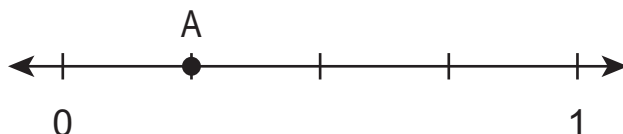
The response demonstrates a complete understanding by providing the correct response (denominator of 4) and by providing an explanation that correctly defines the scale of the interval on the number line shown. The student understands that the number line shown is partitioned into four equal parts and that point A is on the first of those four marks.

MCC3.NF.2

Response Score: 1



5. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

What number belongs in the box to represent point A? Explain how you found your answer.

Type your answer in the space provided.

3

The number line is divided into 3 equal parts so the denominator is 3.

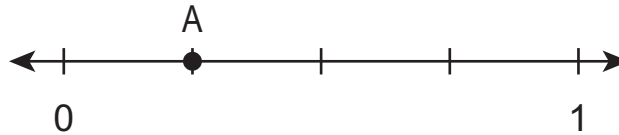
The response demonstrates a partial understanding by providing an explanation that defines a denominator based on an error in interpreting the scale of the interval on the number line shown. Although the student misunderstands and states that the number line shown is partitioned into three equal parts rather than four, the student correctly defines the denominator based on the misunderstanding. If it were true, as the student suggests, that the number line is partitioned into three equal parts, then at point A the denominator would be 3.

MCC3.NF.2

Response Score: 0



5. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

What number belongs in the box to represent point A? Explain how you found your answer.
Type your answer in the space provided.

1 the dashes increase by one each time.

The response demonstrates little to no understanding of the concepts being measured. While the student is aware that marks on a number line represent intervals ("dashes increase by one each time"), the student does not provide a correct answer or explanation related to the fraction represented at point A.

CONSTRUCTED-RESPONSE ITEM

MCC3.NBT.3

6.

Part A: What is the value of 9×3 ? **Write your answer in the space provided on your answer document.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Write your answer in the space provided on your answer document.**

#6 Item Information

<p>Standard: MCC3.NBT.3</p> <p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

Score Point	Rationale
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly multiplying in Part A to get 27, correctly multiplying again in Part B to get 270 and correctly explaining that since 9×10 is 90 then 90×3 is equivalent to 27×10, and then in Part C correctly identifying the missing value as 60.</p> <p>Exemplar Response: Part A: 27 (1 point) Part B: 270 (1 point) <u>AND</u> Since $10 \times 9 = 90$, I can rewrite 90×3 as $10 \times 9 \times 3$ and then put in 27 in place of 9×3. Now I can solve 10×27. (1 point) Part C: 60 (1 point) <u>OR</u> Other valid response</p>
3	<p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of multiplying with multiples of 10.</p>

**If a student makes an error in Part A that is carried through to Part B (or subsequent parts), then the student is not penalized again for the same error.*

STUDENT RESPONSES

MCC3.NBT.3

Response Score: 4



6.

Part A: What is the value of 9×3 ? **Type your answer in the space provided.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Type your answer in the space provided.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Type your answer in the space provided.**

27

270 because $9 \times 10 = 90$ then take your answer $27 \times 10 = 270$

60

The response demonstrates a complete understanding by providing the correct answer in Part A (27) and in Part C (60) and by providing an explanation that correctly defines how the answer can be derived using an understanding of the impact of multiples of 10. Though the student's response to Part B is not a typical response, the student understands that the number 90 in Part B is 10 times the number 9 from Part A. The student then provides proof by multiplying the answer to Part A by 10 to derive the answer of 270 (since $9 \times 3 = 27$ and $9 \times 10 = 90$, $90 \times 3 = 27 \times 10$).

MCC3.NBT.3

Response Score: 3

6.

Part A: What is the value of 9×3 ? **Write your answer in the space provided on your answer document.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Write your answer in the space provided on your answer document.**

27
270
60

The response demonstrates a nearly complete understanding by providing the correct answer in Part A (27) and in Part C (60) and by providing a correct, but incomplete, response to Part B (270). The student does not provide any explanation to show how the number 90 in Part B is related to the number 9 in Part A. The correct answer in Part B is evidence that the student understood the mathematics involved to derive an answer to 90×3 , but without an explanation, the response is incomplete.

MCC3.NBT.3

Response Score: 2



6.

Part A: What is the value of 9×3 ? **Type your answer in the space provided.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Type your answer in the space provided.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Type your answer in the space provided.**

26

260 because 90×3 is equal to $10 \times 9 \times 3$ so $10 \times 26 = 260$

6

The response demonstrates a partial understanding of the concepts being measured. While the student's answers to Part A and Part C are both wrong, the answer and explanation in Part B is correct given the value (26) the student determined in Part A. The response that " 90×3 is equal to $10 \times 9 \times 3$ " demonstrates that the student understands that the number 90 in Part B is a multiple of 10 of the number 9 in Part A. The student is not penalized a second time for making the same arithmetic error ($9 \times 3 = 26$) in both Part A and Part B. Therefore, while an answer of 260 is incorrect, given that the student thinks that $9 \times 3 = 26$, the correct application of the multiple of 10 generates an erroneous answer of 260.

MCC3.NBT.3

Response Score: 1

6.

Part A: What is the value of 9×3 ? **Write your answer in the space provided on your answer document.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Write your answer in the space provided on your answer document.**

The response demonstrates a minimal understanding of the concepts being measured. While the student has failed to respond to Part A and Part C, the answer in Part B is still correct, but incomplete. The student does not attempt to provide an explanation to define how the value of the number 9 in Part A is related to the value of the number 90 in Part B. Without an explanation, the student is unable to demonstrate how the two given numbers are related by a multiple of 10.

MCC3.NBT.3

Response Score: 0



6.

Part A: What is the value of 9×3 ? **Type your answer in the space provided.**

Part B: What is the value of 90×3 ? Use your answer from Part A to explain how you found your answer. **Type your answer in the space provided.**

Part C: Look at the number sentences.

$$8 \times 6 = 48$$

$$8 \times \underline{\quad} = 480$$

What number belongs in the blank to make the number sentence true? **Type your answer in the space provided.**

12	▼ ▲
12 it's the same as part a	
6	

The response demonstrates little to no understanding of the concepts being measured. In Part A, the student adds the two values together rather than multiplying the two values. In Part B, the response is incorrect (12) and provides an invalid statement ("it's the same as part a") that does not provide any information related to the question asked. The response to Part C is also incorrect.

END OF SAMPLER
QUESTIONS

