Illinois MATH Assessment

Practice Item Answer Key

Grade 3 - – Online, Text-to-Speech

The following pages include the answer key for all machine-scored items, followed by a sample response for the hand-scored item.

- The rubrics show sample student responses. Student responses other than that shown in the rubric may earn full or partial credit.
- Which responses to hand-scored items receive full or partial credit will be confirmed during range-finding (reviewing sets of real student work)
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key
1.	**35**
2.	**C**
3.	**Part A: A, Part B: See Rubric, Part C: See Rubric**
4.	**A**
5.	**42**

6.	• **Inline Choice:**
	  ○ **Drop Down 1: should have option 1 chosen.**
	  ○ **Drop Down 2: should have option 1 chosen.**
	  ○ **Drop Down 3: should have option 2 chosen.**
	• **Text Entry: In Blank 1, the numeric response must be equal in value to 14. Leading/trailing zeroes and leading/trailing spaces are ignored. Extra decimal points, commas and / to represent a fraction are not considered correct.**

7.	**Hot Spot: the hot spot(s) that should be selected is letter C.**
8.	**45**
9.	**C**
10.	**See Rubric**
11.	**Student response is >.**

12.	**The model(s) should have 1 of 4 segments shaded, or an equivalent fraction.**
13.	**Inline Choice: Drop Down 1: should have option 1 chosen (Number of Groups)**
14.	**Student response is an X over 2 ¼. See rubric.**
15.	**Student response is "Quadrilateral" and "Rectangle" in row 1, "Quadrilateral" in row 2, and "Quadrilateral" in row 3.** **Rationale:** **Identified each figure according to its appropriate classification(s).** **Figure 1 is a quadrilateral that is also a rectangle, but not a square.** **Figure 2 is a quadrilateral that is not a rectangle nor a square.** **Figure 3 is a quadrilateral that is not a rectangle nor a square.**

16.	**This 2 -part item is worth 2.0 point(s). All parts are weighted equally.**
	• **Inline Choice:**
	  ○ **Drop Down 1: should have option 3 chosen.**
	  ○ **Drop Down 2: should have option 3 chosen.**
	• **Text Entry: The numeric response must be equal in value to 96. Commas, leading/trailing zeroes, and unnecessary decimal points are ignored. Answers using / to represent a fraction are not considered correct.**

17.	**Bar Graph: The values of the editable bars going from left to right should be 6, 7, 2, 10.**

Rubrics

#3 Rubric	
Part B	
Score	**Description**
2	Student response includes each of the following 2 elements: • **Computation component** = 1 point: Correct number of plum trees, 165 • **Modeling component** = 1 point: Valid explanation of how to skip count on a number line to find the answer Sample Student Response: I can start at 150 on a number line and make three jumps of 5. The first jump goes to 155. The next jump goes to 160. The third jump goes to 165. There are now 165 plum trees. Or other valid response. Or a valid and accurate representation using the drawing tool will be considered correct. Student's answer may appear in the drawing box or in the text box or in any combination of the two.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Part C	
Score	**Description**
3	Student response includes each of the following elements: • **Modeling component** = 1 point: Valid equation or equations to find how many more trees are ready to pick from in October than in September • **Computation component** = 1 point: Correct number of more apple trees ready to pick in October than September, 67 apple trees

	• **Modeling component** = 1 point: Valid explanation or work to find the total number of apple trees that are ready to pick in each month Student response is completely correct and shows a thorough understanding. Sample Student Response: 97+115=212; 134+145=279;279-212=67. The difference in number of apple trees ready to pick in October than in September is 67. Number of apple trees ready to pick in September, 97 + 115 = 212 Number of apple trees ready to pick in October, 134 + 145 = 279 To find how many more apple trees are ready to pick in October than in September I subtract and find the difference, 279 – 212 = 67 Or other valid response.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#10 Rubric	
Score	**Description: Student response includes the following elements.** • **Modeling component = 1 point: Valid explanation of how to use the number line to determine the time Richard began getting ready for school.** • **Computation component = 1 point: Correct time Richard began getting ready for school. 7:40 a.m.** • **Modeling component = 1 point: Valid explanation of how to use the number line to determine the amount of time Logan took to get from his house to the bus stop.**
3	Sample Student Response: To determine the time Richard began getting ready for school, I started at 8:15 on the number line. Each mark is worth 5 minutes because each one is halfway between 10

	minutes. I skip counted backwards by 5's. He began getting ready for school 35 minutes before arriving at the bus stop, so that is 7 jumps to the left. That means that Richard began getting ready at 7:40 a.m. To determine the amount of time Logan took to get from his house to the bus stop, I started at 7:50 a.m. because that is when he left his house. Then, I jumped on the number line until I reached 8:10 a.m., which is the time he arrived at the bus stop. It took me 4 jumps on the number line to get from 7:50 to 8:10, and each jump is 5 minutes. That means that it took Logan 20 minutes to get from his house to the bus stop. Or other valid approaches are acceptable. Or a valid and accurate representation using the drawing tool will be considered correct. Student's answer may appear in the drawing box or in the text box or in any combination of the two.
2	Student response demonstrates both general achievement of the elements of the task and a less than thorough understanding.
1	Student response demonstrates both limited achievement of the elements of the task and a limited understanding.
0	Student response does not achieve any elements of the task or demonstrate any understanding.

#14 Rubric	
Score	Description
1	Student response is an X over 2 ¼ , gapD. Note(s): • gapD is the gap above the x located at the first tick mark after the 2 on the number line. Rationale:

	Correctly read the ruler to show the carrot measures in 214 length. Then, correctly plotted the X in gapD to represent a carrot at 214. Distractor rationales: gapA: Considered only the 14 portion of the measurement on the ruler. gapB: Noted that the carrot was 14 away from 2, but reversed the direction. gapC: Incorrectly considered the whole number of 2 only, without considering that the carrot spans past the 2, to 214.
0	The response is incorrect or irrelevant.