Illinois MATH Assessment

Practice Item Answer Key

Grade 4 - – 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.	**C**
2.	**912**
3.	**False" in row 1, "True" in row 2, "True" in row 3, and "False" in row 4**
4.	**See Rubric**
5.	**Student response is × in gap1, 2 in gap2, and r in gap3.**
6.	**Part A: Student response: The figure is divided into 8 parts with 3 parts shaded to represent the fraction 3/8.** **Part B: Student response is 2.**
7.	**A**
8.	**B, D, E**
9.	**C**
10.	**Part A: B** **Part B: Student response is < in gap1 and = in gap2.**
11.	**D**
12.	**See Rubric**
13.	**DD1: 592** **DD2: 3**

14.	**B**
15.	**See Rubric**
16.	**B**

Rubrics

#4 Rubric

3 Point Constructed Response Rubric - Part A	
Score	**Description**
3	Student response includes the following elements. • **Modeling component 1** = 1 point: Valid expression that can be used to determine the number of square feet of carpet Jamele will need to cover the treehouse floor. • **Computation component 1** = 1 point: Correct number of square feet of carpet will Jamele need to cover the treehouse floor; 18 square feet. • **Modeling component 2** = 1 point: Valid work or explanation to determine the number of square feet of carpet will Jamele need to cover the treehouse floor. Sample Student Response: An expression to determine the number of square feet of carpet Jamele will need is $(4\times4)+(1\times2)$ or $(2\times4)+(2\times5)$. Jamele will need 18 square feet of carpet. I multiplied $4\times4=16$ square feet and $1\times2=2$ square feet, then added $16+2=18$ square feet. Or other valid approaches are acceptable. Note: A correct answer for Computation component 1 based on incorrect work for Modeling component 1 is acceptable. A correct answer for Modeling component 2 based on incorrect work from Modeling component 1 and correct work from Computation component 1 is acceptable.
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.

3 Point Constructed Response Rubric - Part B	
Score	**Description**
3	Student response includes the following elements. • **Modeling component 1** = 1 point: Valid work or explanation for how to determine the total number of square feet of carpet needed for the living room and hallway floor.

	• **Computation component 1** = 1 point: Correct total cost for the carpet needed for the living room and hallway floor; $200. • **Modeling component 2** = 1 point: Valid work or explanation to determine the total cost for the carpet needed for the living room and hallway floor. Sample Student Response: To find the total number of square feet of carpet needed for the living room and hallway floor I multiplied $9\times8=72$ and $4\times7=28$. Then I added $72+28=100$ square feet. The total cost for the carpet needed for the living room and the hallway floor is $200. To determine the total cost I multiplied the area of the living room and hallway (100 square feet) by $2 per square foot, $100\times2=200$. 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. Note: A correct answer for Computation component 1 based on incorrect work for Modeling component 1 is acceptable. A correct answer for Modeling component 2 based on incorrect work from Modeling component 1 and correct work from Computation component 1 is acceptable.
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.

#12 Rubric

2 Point Constructed Response Rubric – Part A	
Score	**Description**
2	Student response includes the following elements. • **Computation component** = 1 point: Correct value for the two fractions; $1/3$ and $2/3$. • **Reasoning component** = 1 point: Valid explanation showing how to use the number line to determine the fractions. Sample Student Response: The two fractions are 1/3 and 2/3. If the fractions are next to each other on the number line, one numerator is 1 more than the other numerator. I chose 1 for the first numerator, so the

	other numerator is 2. Since there are spaces between 0 and 1, the denominator must be 3. $1/3+2/3=3/3=1$. 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.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

2 Point Constructed Response Rubric – Part B	
Score	**Description**
2	Student response includes the following elements. • **Computation component** = 1 point: Correct value; $1/2$. • **Reasoning component** = 1 point: Valid explanation or work for how to determine the fraction. Sample Student Response: The value is $1/2$. I started at point P, which is at $7/4$, then counted 5 backward movements of $1/4$ to $2/4$. $2/4$ reduces to $1/2$. Or other valid approaches are acceptable.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#15 Rubric

3 Point Constructed Response Rubric	
Score	**Description**
3	Student response includes the following elements. • **Computation component** = 1 point: Correct values to make the equation true; any pair of numbers with a sum of 22. • **Reasoning component** = 1 point: Valid explanation of how the numbers were determined. • **Reasoning component** = 1 point: Valid explanation or work shown to determine the value of 22×16 using the two numbers selected. Sample Student Response: Two numbers that could go in the boxes and make the equation true are 20 and 2. Since the factor 16 is still shown in the equation, I knew the numbers that go in the boxes have to have a sum of 22 to keep the equation true. To solve this, I multiplied $20 \times 16 = 320$ and $2 \times 16 = 32$. Then, I added the two products $320 + 32 = 352$. Or other valid approaches are acceptable.
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.