Smarter Balanced Assessment Consortium:

Practice Test Scoring Guide
Grade 3 Mathematics
Performance Task

05/14/2014

Developed and published by CTB McGraw-Hill Education LLC
Under contract with OSPI/Smarter Balanced Assessment Consortium

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.
- a sample of performance tasks with open-ended response types that allow students to demonstrate knowledge related to critical thinking and application.

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, a performance task stimulus is provided followed by six items related to the task. Each item is presented with the following information[1]:

- Claim
- Domain
- Target[2]
- Depth of Knowledge (DOK)
- Common Core State Standards for Mathematical Content (CONTENT)
- Common Core State Standards for Mathematical Practice (MP)
- Answer key or exemplar
- Static presentation of the item
- Static presentation of student response field(s)
- Rubric[3] and applicable score points for each item

---

[1] Most of these terms (Claim, Domain, Target, DOK, etc.) are 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.

[2] When more than one target is presented, the first one listed is considered the primary target for the item.

[3] Student responses are being collected on all performance tasks to validate the scoring rubrics. A separate document with representative responses will be released by Smarter Balanced at a later date.

GOING GREEN

Go Green recycling company sponsored a contest at your school. The goal of the contest was to collect the most drink containers that can be recycled in one week. Your task is to determine which grade won the "Go Green" contest.

Drink containers that can be recycled are listed below.

- Plastic bottles
- Aluminum cans
- Glass bottles

Students from the 3rd-grade, 4th-grade, and 5th-grade classes collected drink containers from their neighborhoods each day after school. They brought the containers to school and placed them in the recycling bins in their classrooms.

The amount, in pounds, of drink containers that were brought in by students from each class are shown in Table 1.

Table 1. Pounds of Drink Containers Collected

Class	Pounds Collected Each Day				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3rd Grade	37	55	90	133	90
4th Grade	75	93	60	60	85
5th Grade	80	80	80	80	80

You and Tom will work together to determine which grade won the "Go Green" contest.

Item	Claim	Domain	Target	DOK	Content	MP	Key
#1	2	OA, NBT	A	2	2.OA.A.1, 3.NBT.A.2	1, 6	43

2096

Use **Table 1** to help you answer this question.

On Monday, how many more pounds of drink containers did the 5th-grade students collect than the 3rd-grade students?

Key: 43

Rubric: (1 point) Student enters 43 or its equivalent.

Item	Claim	Domain	Target	DOK	Content	MP	Key
#2	4	OA	E	2	3.OA.A	2, 4, 6	See exemplar

2095

Use **Table 1** to help you answer this question.

The 3rd-grade students collected the same amount of recycled drink containers on Wednesday and Friday.

Enter a multiplication equation to show the total amount, in pounds, collected on Wednesday and Friday.

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	( )			
0	.	▢/▢				

Exemplar: 90 x 2 = 180

Rubric: (1 point) Student enters **one** of the following equations:

- 90 x 2 = 180
- 2 x 90 = 180
- 180 = 90 x 2
- 180 = 2 x 90

Item	Claim	Domain	Target	DOK	Content	MP	Key
#3	3	NBT	E	3	3.NBT.A.2	3, 6	See exemplar

2097

🏳

Use **Table 1** to help you answer this question.

You and Tom discuss the amount, in pounds, of drink containers the 3rd-grade class collected.

Tom thinks the 3rd-grade students collected more pounds of drink containers on Thursday and Friday, than the other three days (Monday, Tuesday, Wednesday) combined.

Do you agree with Tom?

Use words and numbers to support your answer.

Exemplar: I added the number of pounds for Thursday and Friday which is 223 pounds. The total number of pounds for Monday, Tuesday and Wednesday is 182. Tom is correct because 223 is greater than 182.

Rubric:
(2 points) Student agrees with Tom and shows:
- o   the total number of pounds for Thursday and Friday (223) is greater than the total number of pounds collected Monday through Wednesday (182).
     OR
- o   the number of pounds for Monday and Tuesday (37 + 55) is less than the number of pounds for Thursday (133) since the same amount was collected Wednesday and Friday.
     OR
- o   another plausible explanation.

(Item 3 continued)

(1 point) Student may provide a partially correct response (e.g., added totals from Thursday and Friday and Monday through Wednesday correctly), but fails to address the comparison between the totals and Tom's claim.

OR

Student may provide a clear comparison and addresses Tom's claim, but the response includes a calculation error.

This item is not graded on spelling or grammar.

Item	Claim	Domain	Target	DOK	Content	MP	Key
#4	3	NBT	B	3	3.NBT.A	2, 3, 6	See exemplar

2098

You and Tom both figured out the total amount, in pounds, of drink containers the 5th-grade class collected during the contest.

You calculated the total amount using multiplication. Tom calculated the total amount using addition.

Explain how both methods can be used to find the correct total. Include both calculations in your answer.

Exemplar: Tom found that 80 + 80 + 80 + 80 + 80 = 400.
I found that 80 x 5 = 400. You can add or multiply to find the total.

Rubric:
(2 points) Student provides both the addition and multiplication calculations that show the 5th-grade class collected 400 pounds of containers.

(1 point) Student provides either the addition or multiplication calculations that show the 5th-grade class collected 400 pounds of containers, or the student states the 5th-grade class collected 400 pounds, but does not explain where the answer came from or provide either calculation.

This item is not graded on spelling or grammar.

Item	Claim	Domain	Target	DOK	Content	MP	Key
#5	2	NBT	A	3	3.NBT.A.2	1, 2, 3, 6	See exemplar

2099

Use **Table 1** and your answer to Question 4 to help you answer this question.

Compare the **total** amounts of drink containers collected by the 4th-grade and 5th-grade students at the end of the five days.

How many more pounds of drink containers did the 5th-grade students collect than the 4th-grade students?

Use words and numbers to support your answer.

Exemplar: The fifth grade class collected 27 more pounds than the fourth grade class. I found in Question 4 that the 5th-grade class collected 400 pounds of containers. I added all five days for the fourth grade class and found they collected 373 pounds. So, 400-373 = 27.

Rubric:
(2 points)* Student provides the correct difference and supports the answer with words and numbers.

(1 point) Student provides the correct difference without supporting the answer, or the student has an incorrect answer because of a calculation error, but supports the answer with words and numbers.

This item is not graded on spelling or grammar.

*Note: If the student correctly uses an incorrect answer to Question 4, the student may still receive full credit for this question.

Item	Claim	Domain	Target	DOK	Content	MP	Key
#6	4	NBT	D	3	3.NBT.A	1, 2, 3, 6	See exemplar

2100

Use Questions 4 and 5 and **Table 1** to help you answer this question.

Which class won the "Go Green" contest?

Use words and numbers to support your answer.

Exemplar: The third grade class won the recycling contest. The third grade class collected a total of 405 pounds of drink containers. The fifth grade class collected 400 pounds. The fourth grade class collected 373 pounds. 405 is more than 400 and 373.

Rubric:
(2 points)
- Student states that the 3rd-grade class won the contest and provides supporting evidence.
  OR
- Student states that another class won the contest based on incorrect answers in Question 4 and/or 5 and provides supporting evidence.

(1 point)
- Student states that the 3rd-grade class (or another class based on incorrect answers in Question 4 and/or 5) won the contest but does not provide evidence.
  OR
- Student concludes the wrong class won the contest because of a calculation error, but provides supporting evidence for the answer.

This item is not graded on spelling or grammar.