New England Common Assessment Program

Released Items
Support Materials
2005

Grade 3
Mathematics

11 Jamal made this chart to show how many cans he collected each month.

Jamal's Can Collection

Month	Cans Collected
March	185
April	189
May	182

List the months in order from the **most** cans collected to the **fewest** cans collected.

_____ _____ _____

Most **Fewest**

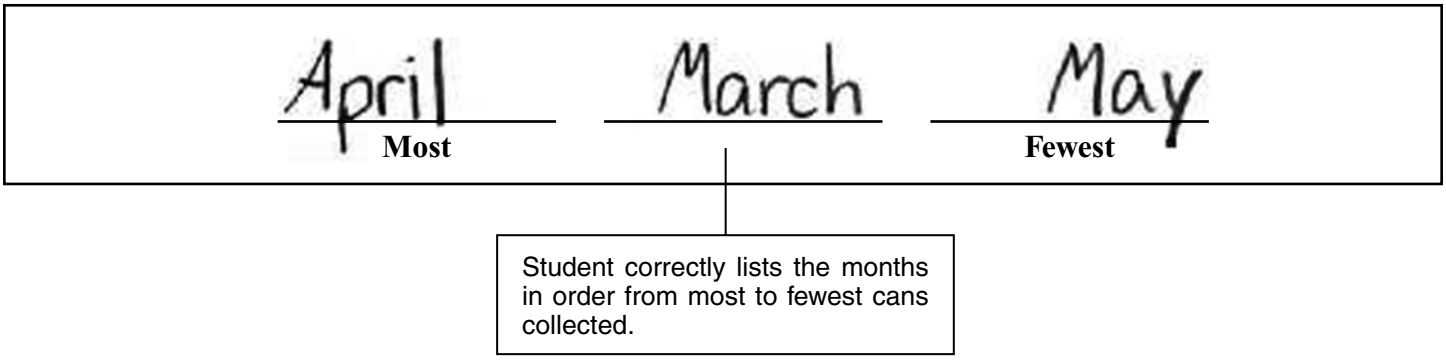
Scoring Guide:

Score	Description
1	Student correctly lists the months in order from most to fewest cans collected by writing either the months or the number of cans collected.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

Training Notes:

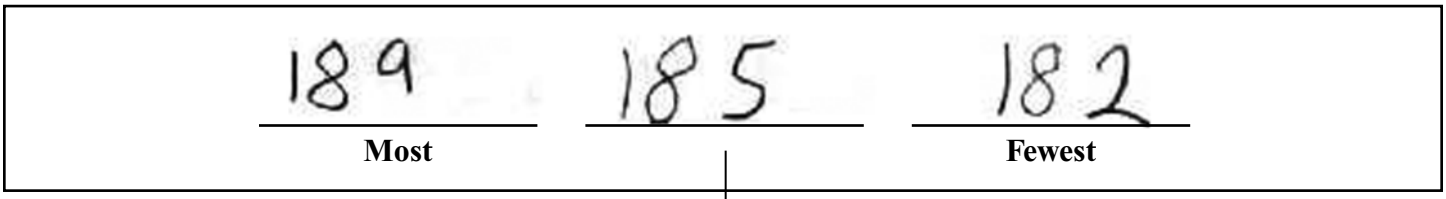
Correct answer: April, March, May OR 189, 185, 182

Score Point 1 (Example A)



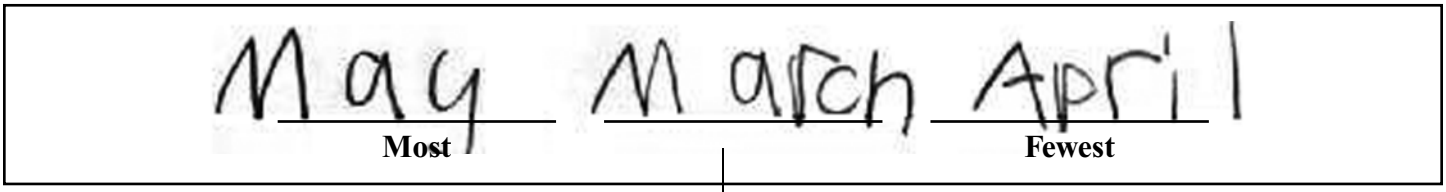
Student correctly lists the months in order from most to fewest cans collected.

Score Point 1 (Example B)



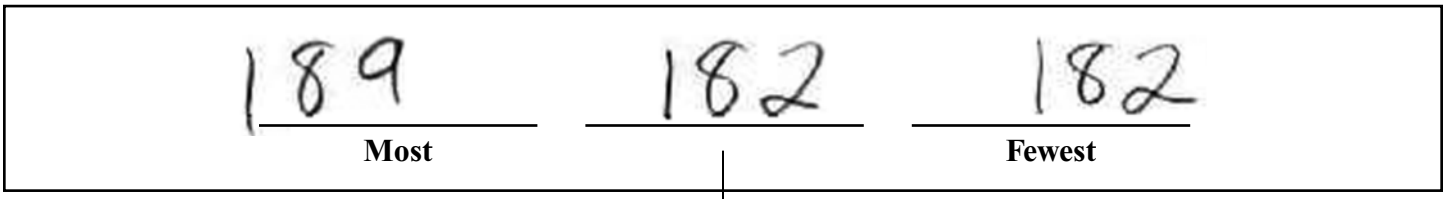
Student correctly lists the number of cans collected in order from most to fewest.

Score Point 0 (Example A)



Student does not correctly list the months in order from most to fewest cans collected.

Score Point 0 (Example B)



Student does not correctly list the number of cans collected.

⓬ Look at this number sentence.

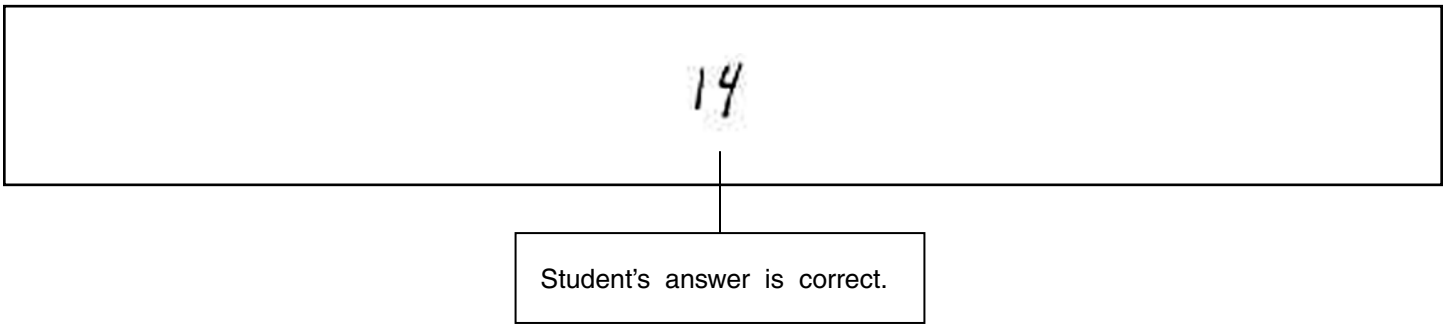
$\square - 5 = 9$

What number makes this number sentence true?

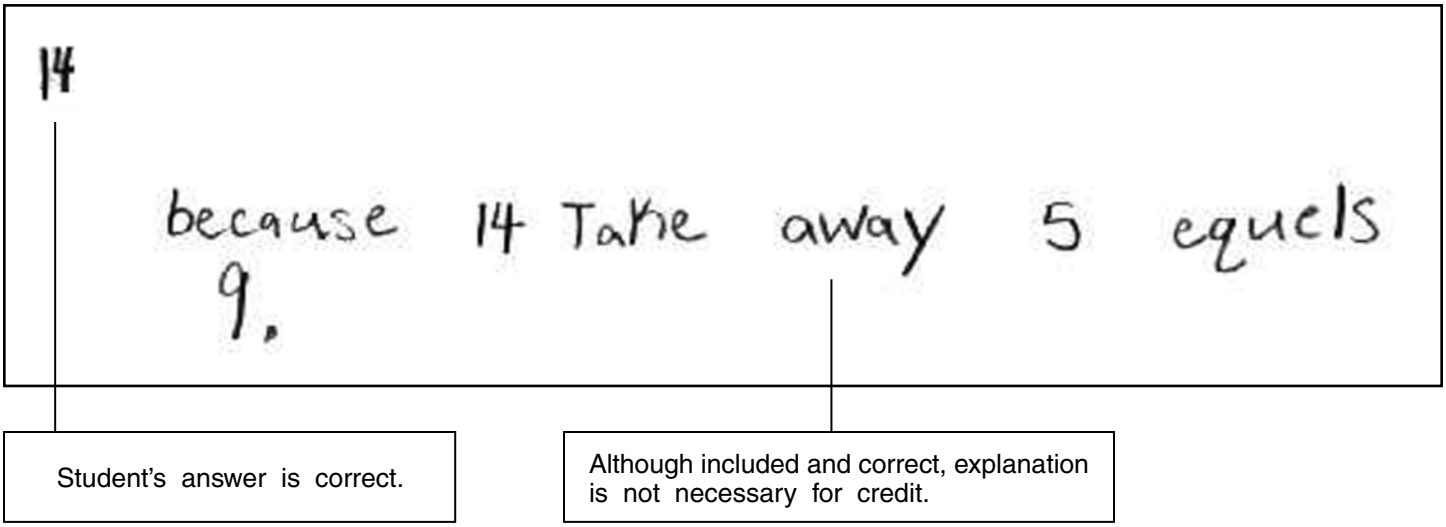
Scoring Guide:

Score	Description
1	Student correctly completes the number sentence, **14**.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

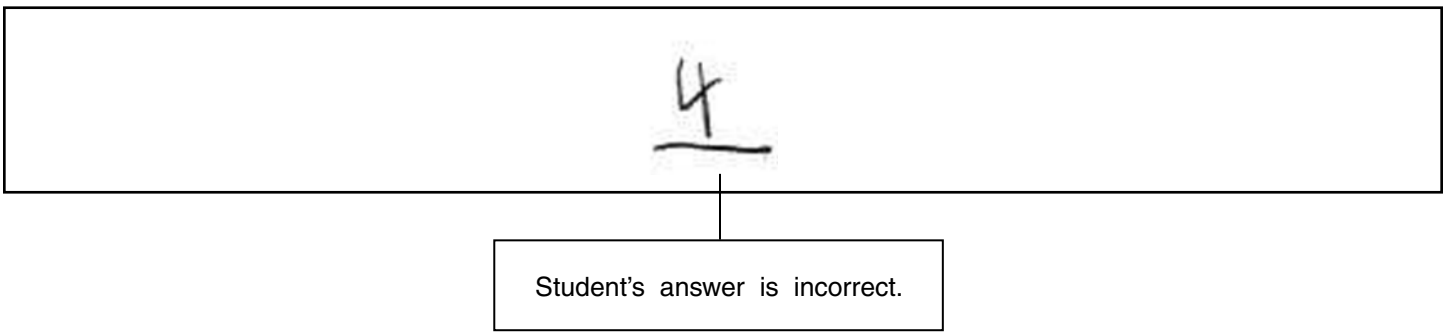
Score Point 1 (Example A)



Score Point 1 (Example B)

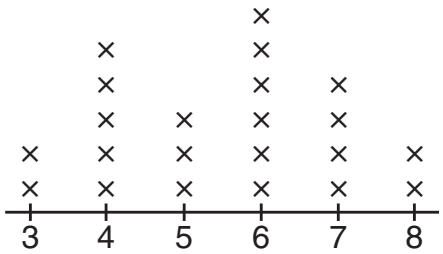


Score Point 0 (Example A)



⓭ Look at this line plot.

Books in Backpacks



Number of Books

Key
× represents 1 student

Write one question that can be answered by using the information in this line plot.

Scoring Guide:

Score	Description
1	Student writes an appropriate question.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

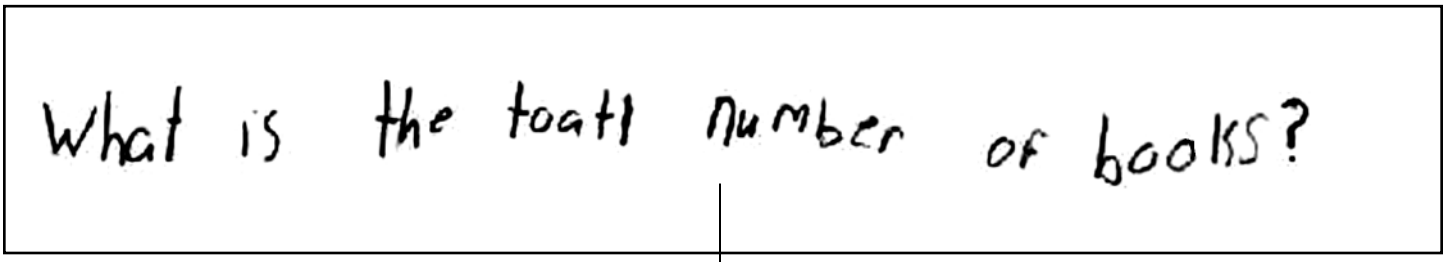
Sample Responses:

What is the most number of books students have in their backpacks?

Which number of books do an equal number of students have in their backpacks?

How many students have 3 books in their backpacks?

Score Point 1 (Example A)



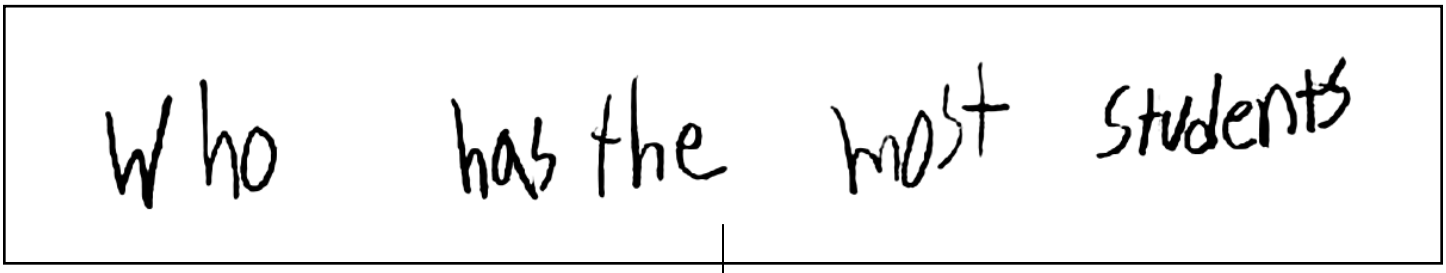
Student writes an appropriate question.

Score Point 1 (Example B)

Student writes an appropriate question.

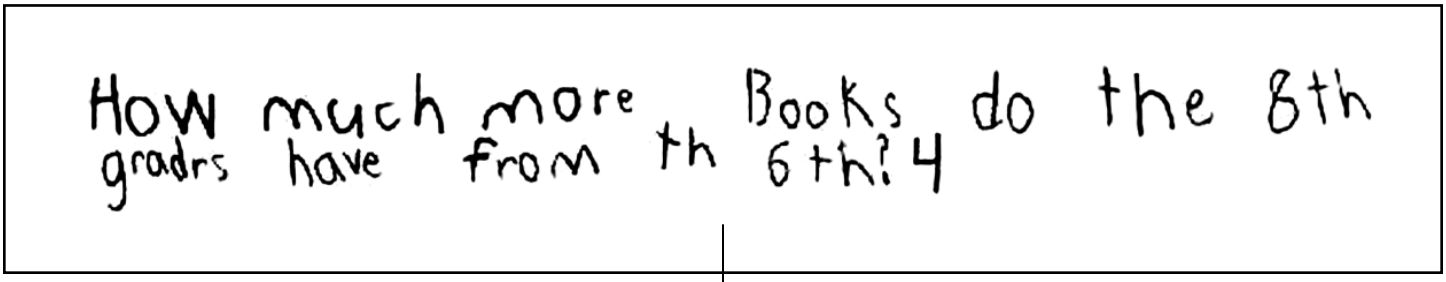
Student does not need to include an answer to his or her question.

Score Point 0 (Example A)



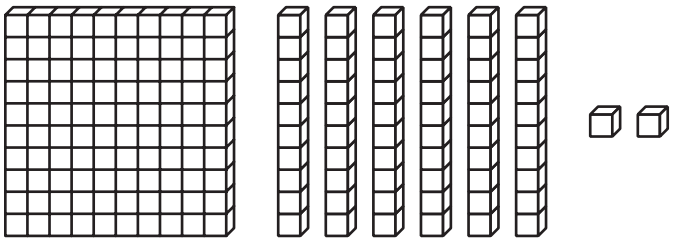
Student writes a question that cannot be answered from the information in the line plot.

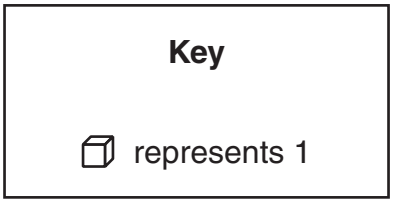
Score Point 0 (Example B)



Student writes a question that cannot be answered from the information in the line plot.

14 Look at these blocks.





a. Write the number shown by the blocks. _____

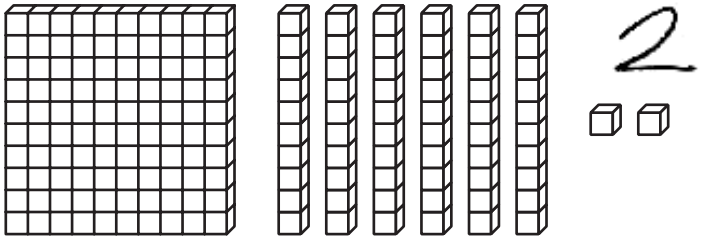
b. What number is 100 more than the number shown by the blocks? _____

Scoring Guide:

Score	Description
2	Student has correct answer in part a, **162**, and correct answer in part b, **262**.
1	Student writes one number correctly. OR Student writes a number that is 100 more than the number written for part a.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

Score Point 2 (Example A)

Look at these blocks. 100 10 10 10 10 10 2



Key

represents 1

a. Write the number shown by the blocks. 162

b. What number is 100 more than the number shown by the blocks? 262

Student writes both numbers correctly. (2 points)

Score Point 2 (Example B)

a. Write the number shown by the blocks. 162

b. What number is 100 more than the number shown by the blocks? 262

Student writes both numbers correctly. (2 points)

Score Point 1 (Example A)

a. Write the number shown by the blocks. 162

b. What number is 100 more than the number shown by the blocks? 300

Student writes one number correctly. (1 point)

Student writes a number that is not 100 more than 162. (0 points)

Score Point 1 (Example B)

a. Write the number shown by the blocks. 100

b. What number is 100 more than the number shown by the blocks? 200

Student writes an incorrect number. (0 points)

Student writes a number that is 100 more than the number written in part a. (1 point)

Score Point 0 (Example A)

a. Write the number shown by the blocks. 160

b. What number is 100 more than the number shown by the blocks? 170

Student writes an incorrect number. (0 points)

Student writes a number that is neither 100 more than 160 nor 100 more than 162 (the number shown by the blocks). (0 points)

Score Point 0 (Example B)

a. Write the number shown by the blocks. 161

b. What number is 100 more than the number shown by the blocks? 258

Student writes an incorrect number. (0 points)

Student writes a number that is neither 100 more than 161 nor 100 more than 162 (the number shown by the blocks). (0 points)

15 Melanie had 42 markers. Then Melanie's father gave her some markers. Now Melanie has 54 markers.

How many markers did Melanie's father give her? Show your work or explain how you know.

Scoring Guide:

Score	Description
2	Student has correct answer, **12**, with an appropriate strategy or explanation.
1	Student has correct answer but strategy or explanation is missing. OR Student has an appropriate strategy or explanation but makes a minor computational error.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

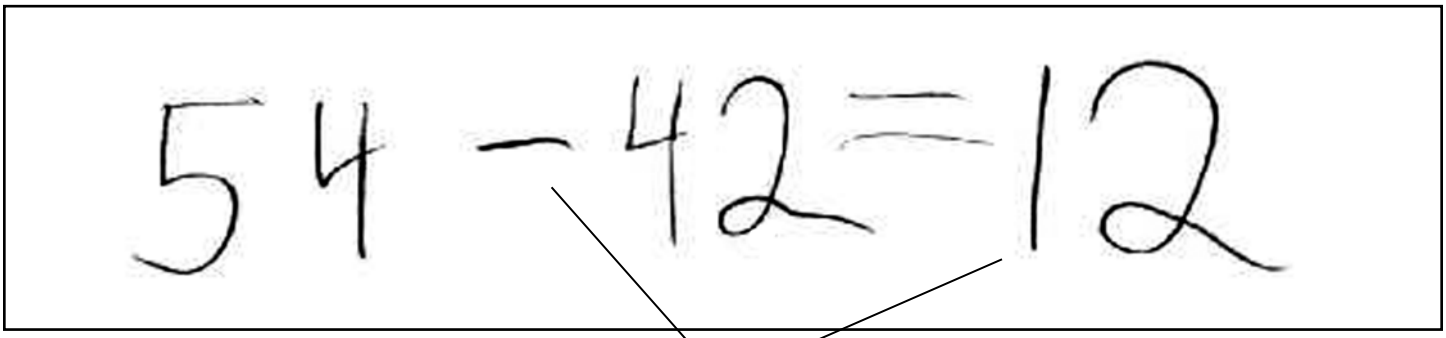
Sample Responses:

54 – 42 = 12

OR

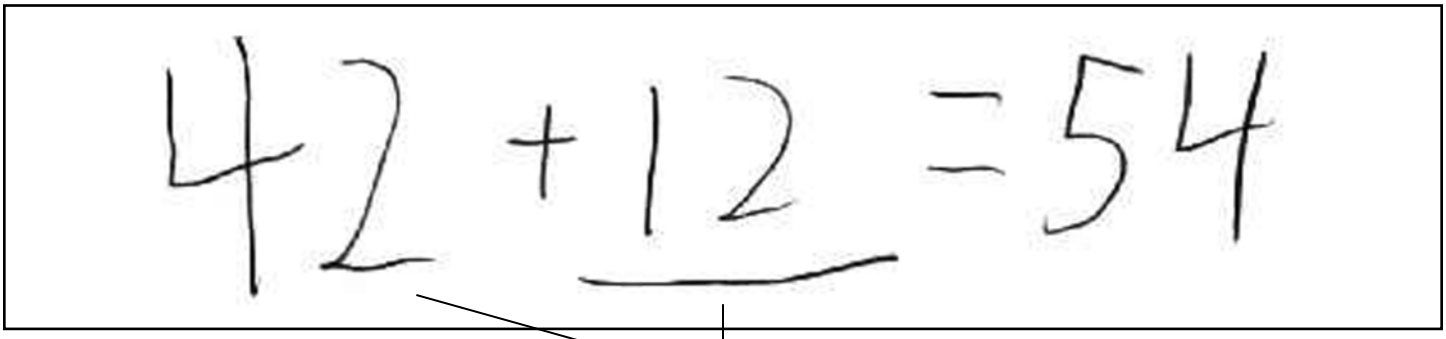
42 + 12 = 54

Score Point 2 (Example A)



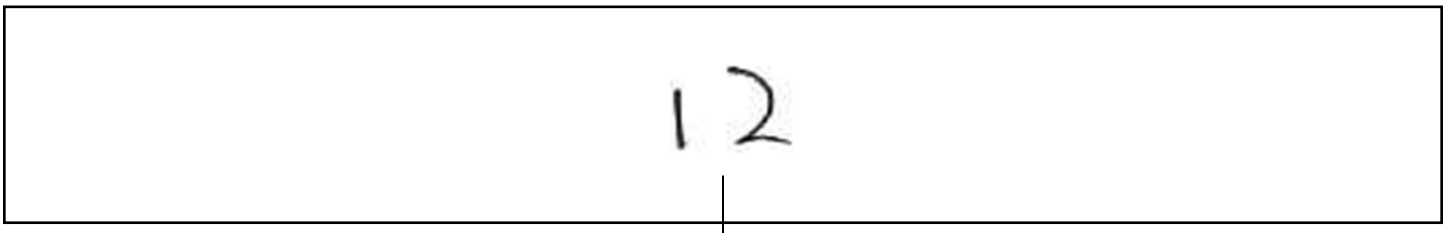
Student shows a correct strategy and answers question correctly. (2 points)

Score Point 2 (Example B)



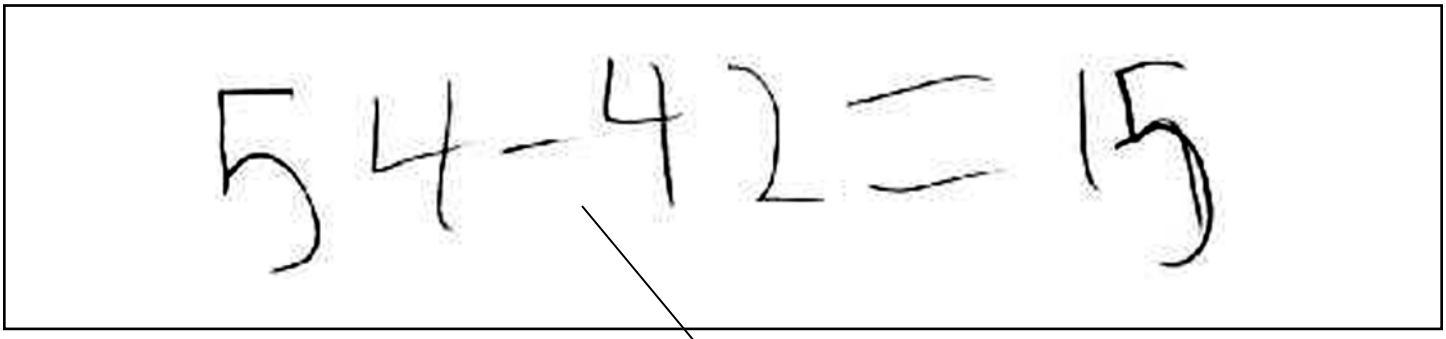
Student shows a correct strategy and answers question correctly. Student did not need to underline answer to receive credit. (2 points)

Score Point 1 (Example A)



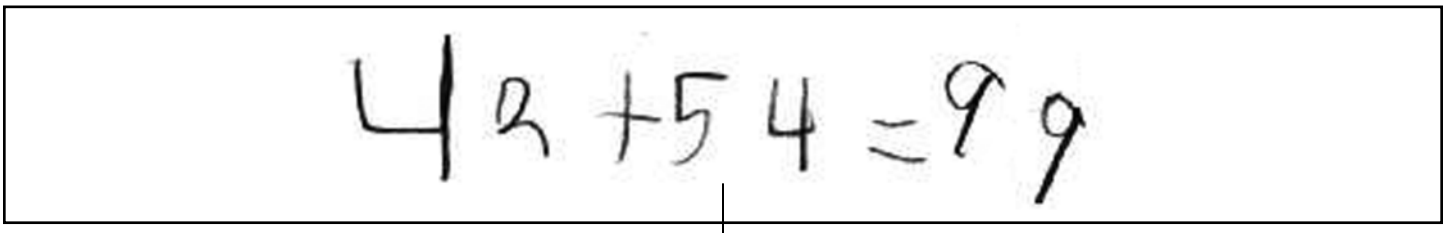
Student has correct answer (1 point) but work or explanation is missing (0 points).

Score Point 1 (Example B)



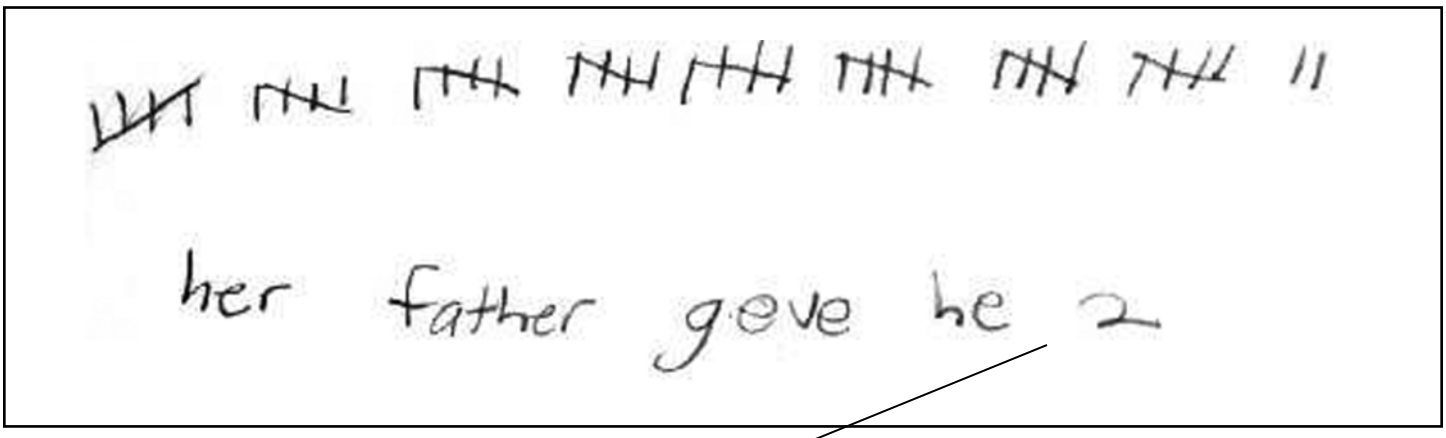
Student has appropriate strategy (1 point) with incorrect answer (0 points).

SCORE POINT 0 (EXAMPLE A)



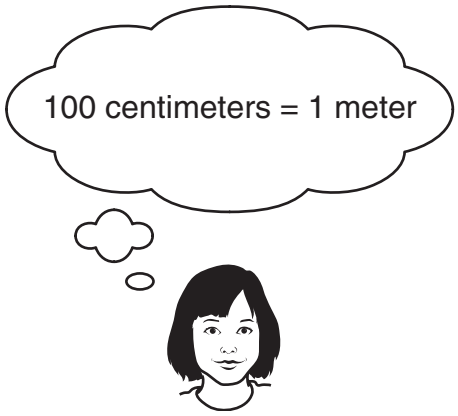
Student's strategy is incorrect.
(0 points)

SCORE POINT 0 (EXAMPLE B)



Student's answer is incorrect.
(0 points)

16 A rope is 1 meter and 15 centimeters long. How many **centimeters** long is the rope? Show your work or explain how you know.



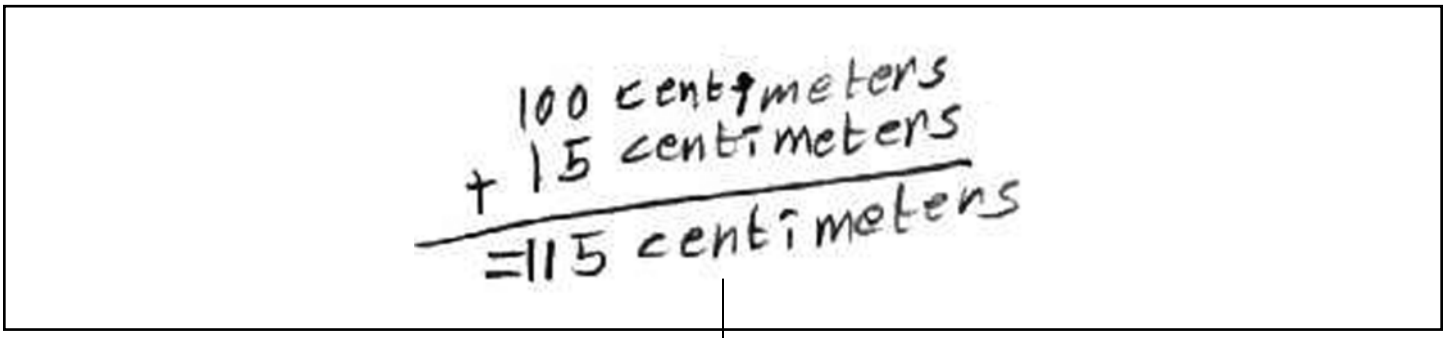
Scoring Guide:

Score	Description
2	Student has correct answer, **115 (cm)**, with appropriate strategy or explanation.
1	Student has correct answer only. OR Student has appropriate strategy or explanation only.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

Sample Response:

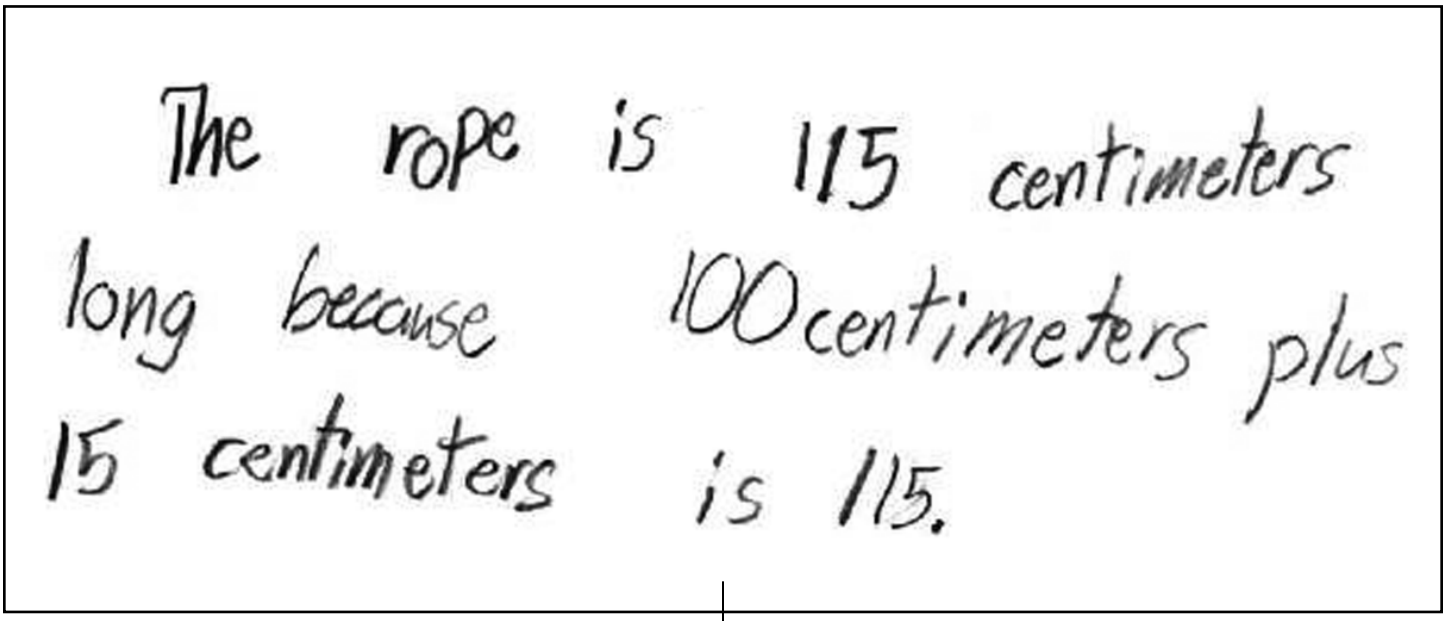
100 centimeters = 1 meter; 100 + 15 = 115 (cm)

Score Point 2 (Example A)



Student shows a correct strategy and answers question correctly. (2 points)

Score Point 2 (Example B)



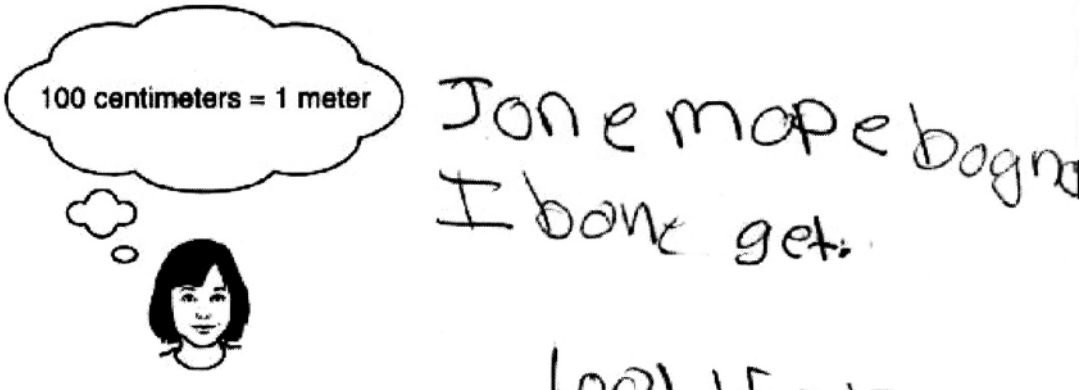
Student shows a correct strategy and answers question correctly. (2 points)

SCORE POINT 1 (EXAMPLE A)

115 centimeaters

Student has correct answer (1 point) with no strategy or work shown (0 points).

SCORE POINT 1 (EXAMPLE B)

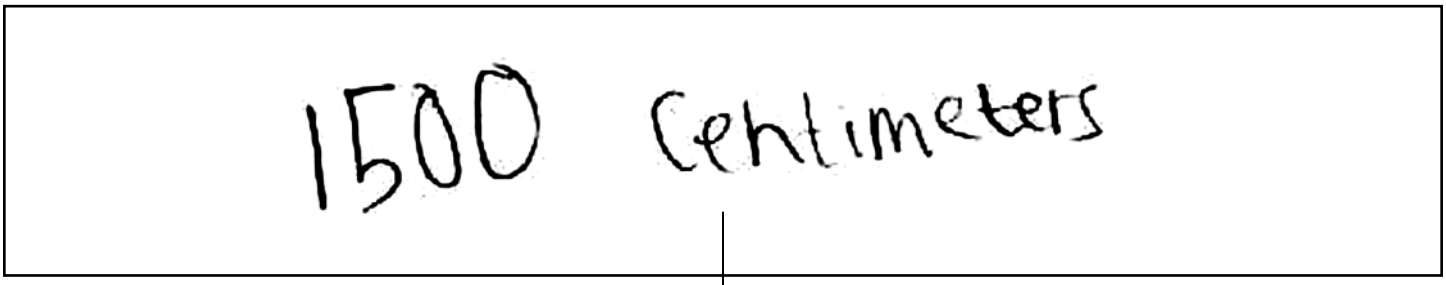


Jon e mape bogn
I bont get.

100+15=1500

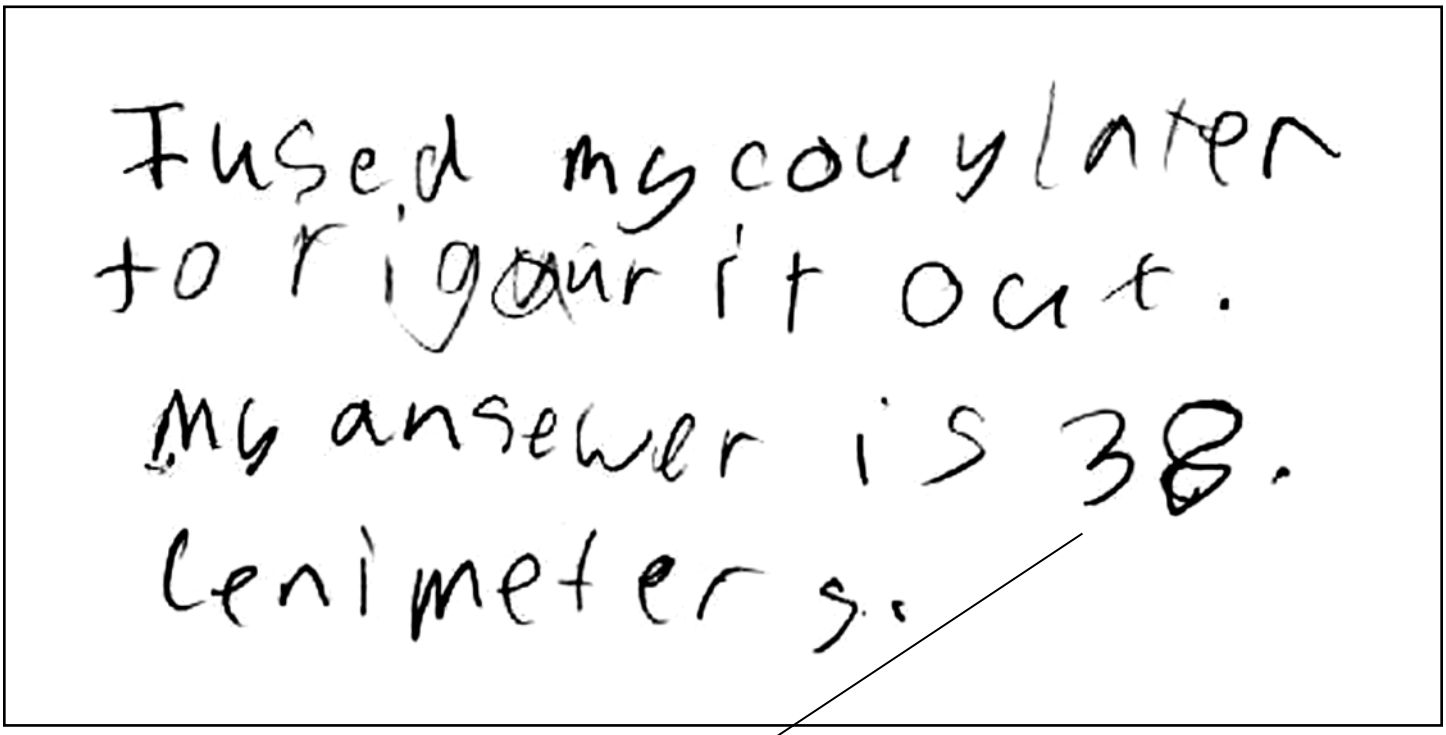
Student shows an appropriate strategy (1 point) with incorrect answer (0 points).

Score Point 0 (Example A)



Student's answer is incorrect.
(0 points)

Score Point 0 (Example B)



Student's answer is incorrect.
(0 points)