Computer-Based Sample Test Scoring Guide
Grade 3 Math
AzMERIT

Updated January, 2019

Prepared by the Arizona Department of Education and the American Institutes for Research®
About the Sample Test Scoring Guide

The AzMERIT Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AzMERIT Sample Test items.

Within this guide, each item is presented with the following information:

- Item number
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzMERIT Grade 3 Math.
Grade 3 Math Sample Test

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Cluster</th>
<th>Content Standard</th>
<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.OA.D</td>
<td>3.OA.D.8</td>
<td>3</td>
</tr>
</tbody>
</table>

Carla bought 5 packages of stickers with 10 stickers in each package. Carla gave 30 stickers to her friends.

Create an equation to represent the number of stickers, \( s \), that Carla has left. Use \( s \) in your equation.

\[
5 \times 10 - 30 = s
\]

(1 Point) Student entered \( 5 \times 10 - 30 = s \) or any equivalent equation.
Select all of the numbers that round to 710 when rounded to the nearest ten.

- [ ] 700
- [ ] 703
- [x] 706
- [x] 708
- [ ] 720

*(1 Point)* Student checked both correct options.
Martin arrived at the library at 3:16 p.m. He left the library at 3:42 p.m. How many minutes did Martin spend at the library?

26

(1 Point) Student entered 26 or any equivalent value.
### Item Number | Cluster | Content Standard | DOK
--- | --- | --- | ---
4 | 3.OA.D | 3.OA.D.9 | 2

**Jose uses skip-counting to create the pattern shown.**

6, 12, 18, 24, ...

What is the next number in the pattern?

30

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**(1 Point)** Student entered 30 or any equivalent value.
Henry has 28 pennies. He wants to split the pennies into equal piles.
Create a division equation that models a way he could do this.

\[
\frac{28}{7} = 4
\]

(1 point) Student entered \( \frac{28}{7} = 4 \) or any equation in the form \( \frac{28}{a} = b \) or \( b = \frac{28}{a} \), where \( a \) and \( b \) are positive integers.
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Spring 2019

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<tbody>
<tr>
<td>6</td>
<td>3.NF.A</td>
<td>3.NF.A.3</td>
<td>3</td>
</tr>
</tbody>
</table>

Create a fraction that is greater than \( \frac{2}{8} \) and less than \( \frac{2}{4} \).

\[
\frac{2}{5}
\]

(1 point) Student entered \( \frac{2}{5} \) or any fraction greater than \( \frac{2}{8} \) and less than \( \frac{2}{4} \).
An equation is shown.

\[ \square \div 8 = 4 \]

What is the missing number?

32

(1 Point) Student entered 32 or any equivalent value.
**(1 point)** Student created the correct number line.

<table>
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<tr>
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<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3.NF.A</td>
<td>3.NF.A.2</td>
<td>3</td>
</tr>
<tr>
<td>Item Number</td>
<td>Cluster</td>
<td>Content Standard</td>
<td>DOK</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-----------------</td>
<td>-----</td>
</tr>
<tr>
<td>9</td>
<td>3.MD.C</td>
<td>3.MD.C.6</td>
<td>2</td>
</tr>
</tbody>
</table>

The diagram shows the floor of Graham’s closet.

= 1 square foot

What is the area, in square feet, of the floor of Graham’s closet?

12

(1 point) Student entered 12 or any equivalent value.
Two statements that describe a shape are shown.

- All of the sides have the same length.
- It is a quadrilateral.

Select all of the shapes for which both statements are always true.

☑ square
☐ hexagon
☑ rhombus
☐ rectangle
☐ equilateral triangle

(1 Point) Student selected the two correct options.
Enter a number to complete each equation.

<table>
<thead>
<tr>
<th>9</th>
<th>3</th>
<th>= 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>30</td>
<td>= 60</td>
</tr>
<tr>
<td>900</td>
<td>300</td>
<td>= 600</td>
</tr>
</tbody>
</table>

(1 point) Student entered three correct values.
(1 point) Student entered 6 or any equivalent value.
Tommy has 15 toy cars. He wants to put the toy cars into equal groups. He puts more than 1 car in each group.

Create a multiplication or division equation that models the number of cars in each group.

\[
\frac{15}{3} = 5
\]

(1 point) Student entered \( \frac{15}{3} = 5 \) or any equation in the form \( \frac{15}{a} = b \) or \( b = \frac{15}{a} \), where a and b are both positive integers.
A shape is shown.

What is the area, in square feet, of the shape?

92

(1 point) Student entered 92 or any equivalent value.
A comparison is shown.

\[
\frac{1}{?} > \frac{1}{4}
\]

What whole number could be the missing denominator?

(1 point) Student entered a value of 1, 2, or 3.
A student writes a number.

- The number is greater than 275.
- The number rounds to the same nearest ten as 275.

What is one possible value of the number?

276

(1 point) Student entered 276 or any value greater than 275 and less than 285.
A number line is shown.

What is the missing value?

A 1
B 2
C 3
D 6

(1 Point) Student selected the correct option.
A figure is shown.

The total area of the figure is 10 square feet.

How many feet is the length of the missing measurement?

3

(1 point) Student entered 3 or any equivalent value.
Alex needs $\frac{3}{4}$ cup of water for a science experiment. He uses the cup shown to measure the water.

Click in a section of the cup to show how much water Alex needs.

(1 point) Student created the correct equivalent fraction.
Sara rides her bike 3 days a week. She rides for 10 minutes each day. How many minutes does Sara spend riding her bike every 2 weeks?

(1 point) Student entered 60 or any equivalent value.
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<td>3.MD.C</td>
<td>3.MD.C.5</td>
<td>1</td>
</tr>
</tbody>
</table>

The shaded part of the figure shown has an area of 14 square units.

What does a [ ] represent?

- one square unit
- two square units
- four square units
- fourteen square units

(1 Point) Student selected the correct option.
A parallelogram is shown. Part of the parallelogram is shaded.

What fraction is represented by the shaded part of the parallelogram?

\[
\begin{array}{c}
\frac{1}{2}
\end{array}
\]

(1 point) Student entered \( \frac{1}{2} \) or \( \frac{2}{4} \).
Nadia asks each student in her class how many pets he or she has. The results are shown in the table.

**Nadia’s Results**

<table>
<thead>
<tr>
<th>Number of Pets</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Click between the lines to create a bar graph that shows Nadia’s results.

(1 point) Student created a correct graph.
There are 6 signs that are placed an equal distance from each other along a hiking path, as shown. The shaded portion represents a section of the path that is closed for repairs.

What fraction of the path is closed for repairs?

\[
\frac{1}{6}
\]

(1 point) Student entered \( \frac{1}{6} \) or any equivalent fraction.
Marty has 12 books that he wants to put on shelves in his room. He wants to put the same number of books on each shelf.

Complete the sentence to correctly show how Marty can arrange the books on shelves.


(1 point) Student selected 6 and 2 OR 3 and 4 from the dropdowns.