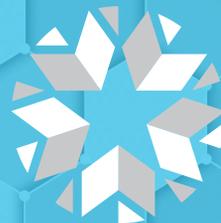


OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS
& MATHEMATICS**

2021–2022 **GRADE 3**



OKLAHOMA
Education

**Oklahoma School Testing Program
Administration Dates
2021–2022 School Year
English Language Arts and Mathematics**

**Online Testing Window
April 20–May 17, 2022**

**Paper Testing* Window
April 20–May 3, 2022**

Note: For early RSA reporting, all ELA tests should be completed by April 27, 2022.

*under special circumstances only



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JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window located at <https://sde.ok.gov/office-assessments>. Preliminary test results will be available online in June to families through the Oklahoma Parent Portal.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit <https://okparentportal.emetric.net/login>. To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time as well as provide specific information on needed support or enrichment to keep the momentum building.

For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides please visit <https://sde.ok.gov/oklahoma-school-testing-program-ostp-families>. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. These will help you and your student understand what to expect.

OSTP tests measure your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics and science. To learn more about the subject standards, which show what students should know and be able to do in each grade level, please visit <https://sde.ok.gov/oklahoma-academic-standards>.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joy Hofmeister".

Joy Hofmeister
State Superintendent of Public Instruction

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THE OKLAHOMA SCHOOL TESTING PROGRAM

Federal law requires all students to be assessed in English Language Arts (ELA) and Math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in Science once in Grades 3–5, 6–9, and 10–12. The grade and subject level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students’ performance relative to our academic standards. The Oklahoma Academic Standards (OAS) serve as a road map for what students should know and be able to do at each grade-level. Measuring real-world skills like problem-solving and critical thinking, state tests provide a valid way to measure students’ progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test.

As such, OSTP State Tests serve as a component of the state’s accountability system—the Oklahoma School Report Card.

This year, students in Grade 3 will take assessments in English Language Arts (ELA) and Mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

Helping Your Student Prepare

As a parent, there are a number of ways that you can support your student’s learning habits on a daily basis that will help him or her be more prepared when it is time to be tested.

Here are some things to consider before your student takes a test.

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

What is my student learning?

In third grade, children are shifting from learning to read to reading to learn. They will enjoy many types of reading material, including newspapers, magazines, books and other informational and technology-based content. Third-graders will be able to use important elements of stories like character (who), setting (where) and plot (what happened) in conversations about what they are reading. Their writing should show their understanding of story structure, writing styles and logical story sequence, and they should be able to use different kinds of writing for different purposes.

How can I help my student at home?

- Discuss facts and opinions in commercials, news stories, documentaries and other everyday situations.
- Identify what kind of text your child is reading and its style (description, how-to, cause and effect, etc.).
- Help your child use resources like dictionaries or online searches to identify new words.
- Write silly sentences together, including questions and sentences with exclamation marks.
- Help your child identify a topic of interest and determine how to find information about that topic.

How can I help increase my student's reading comprehension?

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy.

Use the following questions to help third-graders understand what they are reading.

Before Reading

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

During Reading

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

After Reading

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

English Language Arts Practice Questions

The OSTP Grade 3 ELA Assessment consists of selected-response (multiple-choice) and short constructed response questions designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

URL: <https://okpracticetest.cognia.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select OSTP Practice Test. Then click “Go.”

Note: If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

A student’s performance on the sample items provided in the OSTP Practice Test platform and in this guide does not predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 3 ELA Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_21-22_TIS_ELA_G3_ADA.pdf.



Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

1 Read the sentence.

"I'm ready to go to the park" said Tom.

What change, if any, should be made to the sentence?

- Ⓐ "I'm ready to go to the park," said Tom.
- Ⓑ "I'm ready to go to the park." said Tom.
- Ⓒ "I'm ready to go to the park?" said Tom.
- Ⓓ no change

2 Read the sentence.

My favorite book is *willie wonka and the chocolate factory*.

What is the correct way to write the sentence?

- Ⓐ My favorite book is *Willie Wonka And The Chocolate Factory*.
- Ⓑ My favorite book is *Willie Wonka and the Chocolate Factory*.
- Ⓒ My favorite book is *Willie Wonka and the chocolate factory*.
- Ⓓ My favorite book is *Willie wonka and the Chocolate Factory*.



Read this passage. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Gone Fishing

by Kristine O’Connell George

cattails—tall plants with flat leaves that grow near water

- 1 No one else was awake
when we got up at dawn
to go fishing.
Walking the steep path
5 down to the lake,
we could see the circle flop
and splash of trout. I warned
my little brother not to go
too close to the edge.
- 10 He said:
*You can't tell **me** what to do.*
No one else was awake
when we got up at dawn
to go fishing. All I caught
15 was one little brother—
hauled up out of the cattails,
sputtering, soggy, and still stubborn.

"Gone Fishing" from TOASTING MARSHMALLOWS: Camping Poems by Kristine O’Connell George.
Text copyright © 2001 by Kristine O’Connell George. Reprinted by permission of Clarion Books, an
imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



3 "Gone Fishing" is mainly about

- Ⓐ trout splashing in a lake.
- Ⓑ children not catching a fish.
- Ⓒ a child not listening to a warning.
- Ⓓ a speaker giving orders to a brother.

4 Which word best describes how the speaker feels at the end of "Gone Fishing"?

- Ⓐ upset
- Ⓑ strong
- Ⓒ alarmed
- Ⓓ satisfied

5 Why did the author most likely write the passage?

- Ⓐ to persuade readers that fishing is fun
- Ⓑ to inform readers about how to catch a fish
- Ⓒ to tell readers about a lake two children discover
- Ⓓ to entertain readers with an experience two children share



You will now read two related passages and answer the questions that follow. Some of the questions may ask you to compare the two passages. Choose the best answer for each question. Mark the circle for the answer you have chosen.

The American Buffalo



- 1 The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.
- 2 The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.
- 3 Buffalo were an important part of Native American life as Native Americans could not survive without them. They hunted them for food and used their hides to create shelter and clothing. Native Americans made sure they used every part of the animal. They were not wasteful. But things changed when the settlers arrived.
- 4 Many of the settlers were trappers and traders. They began killing the American buffalo to sell as a commodity. They would send the hides of the buffalo by train or wagon back east. These settlers did



not have the same respect for the buffalo as the Native Americans. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct. It was a tragedy.

- 5 Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a protected herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

Read this passage, which goes with the previous passage. Then answer the questions that follow.

Seeing Buffalo

We went to the Bad Lands,
My family and me.
It was buffalo
We hoped to see.
5 We drove through the park
Until it was nearly dark.
Looking. Looking. Looking.
We came to the top of a hill
and stopped.
10 Our jaws dropped open,
And our eyes almost popped!
Buffalo filled the valley below.
It was the most amazing sight.
We stared in awe before
15 Finally saying good night.



8 Which sentence from “The American Buffalo” is an opinion?

- Ⓐ A bison is another name for a buffalo.
- Ⓑ The American buffalo came to North America from Asia.
- Ⓒ This was quite a beautiful sight.
- Ⓓ There is a protected herd of buffalo in Yellowstone National Park.

9 Which sentence from “The American Buffalo” supports the statement, “These settlers did not have the same respect for the buffalo as the American Indians”?

- Ⓐ Many of the settlers were trappers and traders.
- Ⓑ These settlers killed more than what they needed.
- Ⓒ They want to protect them.
- Ⓓ This herd is carefully protected.

GRADE 3 MATHEMATICS

What is my student learning?

In third grade, students will build on the skills learned in first and second grade and apply their knowledge to more difficult mathematical tasks. Three of the most important third-grade math topics are multiplication, division and fractions, all of which are building blocks for many skills students will learn in later grades.

How can I help my student at home?

- Create your own multiplication and division flashcards.
- Use the numbers on cards, dominoes and dice to practice multiplication or division with your child.
- Identify fractions around the house. For example, if a four-drawer dresser has socks in one drawer, then $\frac{1}{4}$ of the dresser has socks in it.
- Ask your child to identify the shapes and types of angles in road signs.
- Measure the sides of four-sided objects in daily life (a table top, cell phone, etc.) and add all the sides together to find the perimeter.

How can I help increase my student's math curiosity?

Cultivate your child's curiosity with guiding questions like these:

- What geometric shapes do you see in your neighborhood and where do you see them?
- If you had a million dollars, what would you buy first? Why?
- What patterns do you hear in your favorite song?

Questions to ask your Third Grade Math Student:

- Ask random multiplication facts up to 10 times 10.
- What is 9,567 in expanded and written form? (You can use any number from 1,000–100,000.)
- What is 1,000 more than 5,678? What is 1,000 less than 5,678?
- What is the sum of $\frac{3}{4} + \frac{1}{4}$? (Use fraction with the same denominator, or “bottom number.”)
- How can the perimeter of a room be found? What is the perimeter?
- Find how many shoes of the following types are in the closet: tennis shoes, sandals, dress shoes, and boots. Create a bar graph showing the data collected.

Mathematics Practice Questions

The OSTP Grade 3 Mathematics Assessment consists of selected-response (multiple-choice) and technology enhanced items (TEIs) designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

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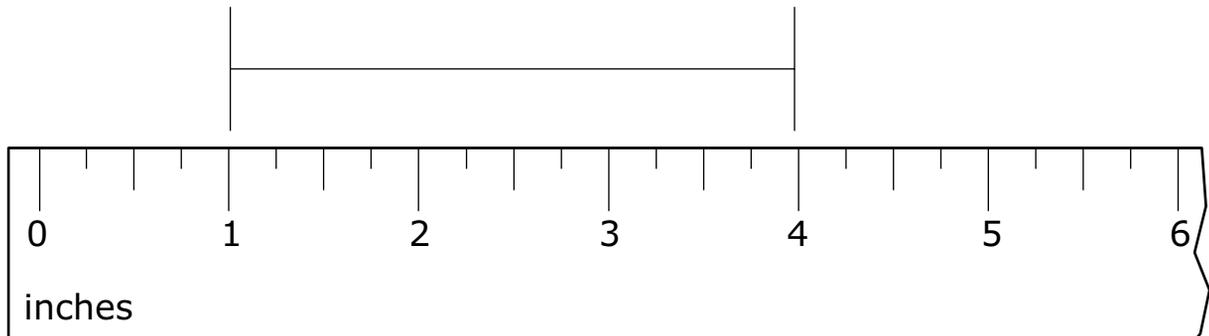
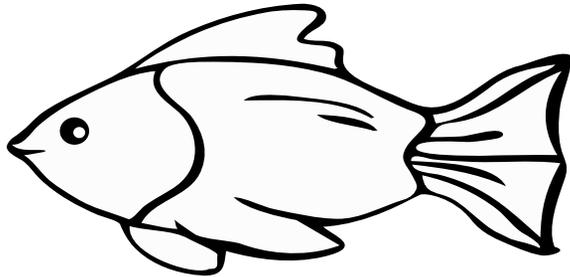
For more information about the Grade 3 Math Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_21-22_TIS_Math_G3_ADA.pdf.



Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

1 Jessie measured her goldfish as shown.



What is the length of Jessie's goldfish?

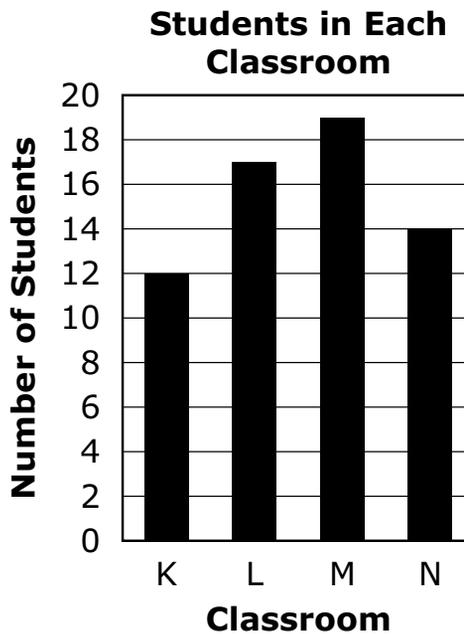
- Ⓐ 1 inch
- Ⓑ 3 inches
- Ⓒ 4 inches
- Ⓓ 6 inches



2 Three elephants at a zoo weigh a total of 9,898 pounds. One elephant weighs 7,859 pounds. Another elephant weighs 1,602 pounds. How many pounds does the third elephant weigh?

- (A) 437 pounds
- (B) 1,447 pounds
- (C) 1,641 pounds
- (D) 2,263 pounds

3 The graph shows the number of students in each of four classrooms.



How many more students are in classroom L than in classroom N?

- (A) 3
- (B) 4
- (C) 5
- (D) 7



- 4** Connie is learning to play 15 songs on the piano. The table shows the number of songs Connie has left to learn at the end of each month.

Songs for Connie to Learn

Month	Number of Songs
January	15
February	13
March	11
April	9
May	?

Connie learns the same number of songs each month. How many songs will Connie have left to learn at the end of May?

- Ⓐ 2 songs
- Ⓑ 6 songs
- Ⓒ 7 songs
- Ⓓ 8 songs



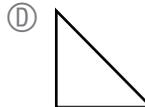
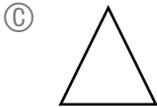
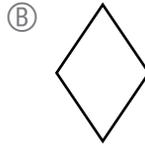
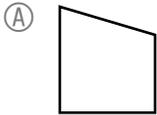
5 Seth wants to visit all 50 states. He has visited 14 states. The number sentence shows \square , the number of states Seth has left to visit.

$$\square + 14 = 50$$

How many states does Seth have left to visit?

- (A) 36
- (B) 44
- (C) 46
- (D) 64

6 Which shape below appears to contain at least one acute, one obtuse, and one right angle?





7 The table shows the ice-cream cones sold during lunch.

Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	5
strawberry	2
vanilla	4

Which pictograph shows the same information as the table?

(A) Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	▼▼▼▼▼
strawberry	▼▼
vanilla	▼▼▼▼

Key: ▼ = 2 cones

(B) Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones

(C) Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	▼▼
strawberry	▼
vanilla	▼

Key: ▼ = 2 cones

(D) Ice-Cream Cones Sold

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones



Use the information to answer the following two questions.

Casey and her brother, Sam, keep track of their scores while playing their favorite video game. Sam's highest score is 5,400. Casey's scores for her last six games are shown.

Casey's Scores	
5,275	5,735
6,005	5,630
6,020	6,250

8 Casey wants to list her scores from greatest to least. Which list shows Casey's scores from greatest to least?

- (A) 5,275; 5,630; 5,735; 6,005; 6,020; 6,250
- (B) 5,735; 5,630; 5,275; 6,250; 6,020; 6,005
- (C) 6,250; 6,005; 6,020; 5,275; 5,630; 5,735
- (D) 6,250; 6,020; 6,005; 5,735; 5,630; 5,275

9 Sam's goal for next week is to score 1,000 more than his highest score. What is his goal?

- (A) 5,500
- (B) 6,400
- (C) 6,500
- (D) 7,250



10

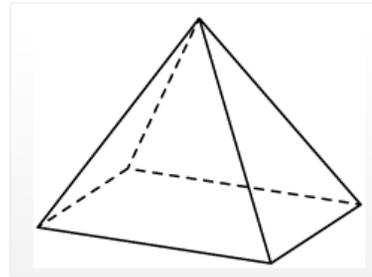
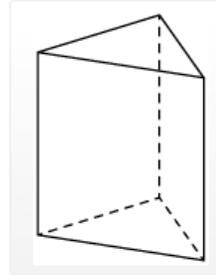
Match each sentence on the left to the figure it describes on the right. Each figure will have two sentences matched to it. Click one sentence on the left and then click the figure it describes on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

The figure has 2 bases.

The figure has exactly 5 vertices.

The figure has a triangular base.

The figure has a rectangular base.



ANSWER KEYS

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Language	<p>A. Correct. In dialogue, a comma is used to separate the quoted words from the speaker.</p> <p>B. In dialogue, a comma is used to show when the speaker is done speaking.</p> <p>C. The dialogue in this sentence is not a question, so it should not include a question mark.</p> <p>D. In dialogue, a comma is used to show when the speaker is done speaking.</p>
2	Language	<p>A. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.</p> <p>B. Correct. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles or conjunctions are not capitalized unless they are the first word of the title.</p> <p>C. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.</p> <p>D. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.</p>
3	Reading/Writing Process	<p>A. This describes what the children see as they approach the lake, but this is not what the poem is mainly about.</p> <p>B. Based on the poem, the children never had an opportunity to try to catch a fish before the little brother fell in the lake.</p> <p>C. Correct. The little brother was warned by the speaker not to get too close to the edge of the lake, but he stubbornly ignored the speaker and fell into the lake.</p> <p>D. Though the speaker tried to warn the little brother about getting too close to the edge of the lake, the poem is not focused on the speaker's orders.</p>
4	Critical Reading/Writing	<p>A. Correct. As the speaker is hauling the little brother out of the lake, the words "still stubborn" in reference to the boy, indicates the speaker's unhappiness with the situation.</p> <p>B. There is no indication in the poem that the speaker felt strong as the boy was pulled out of the lake.</p> <p>C. There is no indication in the poem that the speaker became alarmed when the boy fell in the lake</p> <p>D. There is no indication in the poem that the speaker was satisfied that the boy fell in the lake and was being pulled out.</p>
5	Critical Reading/Writing	<p>A. The author does not use persuasive language to tell about fishing.</p> <p>B. The poem tells about children who are going fishing; it does not provide directions about how to catch a fish.</p> <p>C. The children in the poem already know about the lake; they do not discover it.</p> <p>D. Correct. The poem tells a story about two siblings who have an amusing experience.</p>

English Language Arts

Number	Reporting Category	Item Distractor Rationales										
6	Critical Reading/Writing	<p>A. This is not a feature of first-person point of view.</p> <p>B. Correct. The speaker is the sibling who rescues the boy when he falls into the lake.</p> <p>C. This is not a feature of first-person point of view.</p> <p>D. This is not a feature of first-person point of view.</p>										
7	Critical Reading/Writing	Correct Response										
		<table border="1"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td>The response fully explains why the speaker of the poem can be described as helpful. The details provided to support the description are based on the text and are relevant to the task.</td> </tr> <tr> <td align="center">1</td> <td>The response explains or attempts to explain why the speaker of the poem can be described as helpful, but the supporting details may lack specificity or the explanation is not supported by the text.</td> </tr> <tr> <td align="center">0</td> <td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td> </tr> <tr> <td align="center">Blank</td> <td></td> </tr> </tbody> </table>	Score	Description	2	The response fully explains why the speaker of the poem can be described as helpful. The details provided to support the description are based on the text and are relevant to the task.	1	The response explains or attempts to explain why the speaker of the poem can be described as helpful, but the supporting details may lack specificity or the explanation is not supported by the text.	0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.	Blank	
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		0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.									
Blank												
Possible responses:												
<ul style="list-style-type: none"> · The speaker wants to help the little brother to stay safe. · “I warned / my little brother not to go / too close to the edge.” (lines 7-9) · The speaker helps the little brother after he falls in the water. · “All I caught / was one little brother– /hauled up out of the cattails, /sputtering, soggy, and still stubborn. (lines 14-17) 												
Other responses are acceptable if supported by relevant details from the text.												
8	Critical Reading/Writing	<p>A. This is a fact that can be verified.</p> <p>B. This is a fact that can be verified.</p> <p>C. Correct. This sentence shares a personal feeling about something seen.</p> <p>D. This is a fact that can be verified.</p>										
9	Critical Reading/Writing	<p>A. The fact that many settlers were trappers and traders does not directly support the idea of not having the same respect for the buffalo.</p> <p>B. Correct. The idea of the settlers killing more buffalo than what was needed does support the idea of not having the same respect for the buffalo.</p> <p>C. Wanting to protect the buffalo does not support the idea of not having the same respect for the buffalo.</p> <p>D. Carefully protecting the herd does not support the idea of not having the same respect for the buffalo.</p>										

English Language Arts			
Number	Reporting Category	Item Distractor Rationales	
10	Critical Reading/Writing	Correct Response	
		Score Description	
		2	The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 3–5. The details provided are based on the text and are relevant to the task.
		1	The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 3–5, but some of the supporting details may lack specificity or are not supported by the text.
		0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
		Blank	
		Possible Response: <ul style="list-style-type: none"> • The author of “The American Buffalo” uses problem and solution to structure paragraphs 3–5. Possible Supporting Details: <ul style="list-style-type: none"> • The author uses words and phrases to indicate a problem. <ul style="list-style-type: none"> • “But things changed when the settlers arrived.” (paragraph 3) • “These settlers killed more than what they needed.” (paragraph 4) • “Soon there were only a few thousand of the American buffalo left.” (paragraph 4) • “They were on their way to becoming extinct.” (paragraph 4) • The author uses words and phrases to indicate people are working towards a solution. <ul style="list-style-type: none"> • “Today, many people are working to help the American buffalo.” (paragraph 5) • “There is a protected herd of buffalo in Yellowstone National Park.” (paragraph 5) • “There are private groups who also want to preserve the American buffalo.” (paragraph 5) • “Similar efforts will help guarantee the future of the American buffalo.” (paragraph 5) <p>Other responses are acceptable if supported by relevant details from the text.</p>	

Mathematics

Number	Reporting Category	Item Distractor Rationales
1	Geometry & Measurement	<p>A. The student chose the number of inches for the starting point of the fish.</p> <p>B. Correct. The student demonstrated an ability to measure the length of an object to the nearest half inch.</p> <p>C. The student chose the number of inches for the ending point of the fish.</p> <p>D. The student chose the last number shown on the ruler.</p>
2	Number & Operations	<p>A. Correct. The student demonstrated an ability to use addition and subtraction to solve a real-world problem involving whole numbers.</p> <p>B. The student made a computation error.</p> <p>C. The student made a computation error.</p> <p>D. The student selected the answer closest to $9,898 - 7,859$.</p>
3	Data & Probability	<p>A. Correct. The student demonstrated an understanding of how to solve a problem using categorical data presented in a bar graph.</p> <p>B. The student rounded classroom L up to 18 because that is the next closest labeled number.</p> <p>C. The student found the difference in the number of students in classroom M compared to classroom N.</p> <p>D. The student found the difference in the number of students in the two classrooms with the largest and smallest bars in the graph.</p>
4	Algebraic Reasoning	<p>A. The student found that the numbers in the table decrease by 2 each month and did not know how to use this information.</p> <p>B. The student subtracted the largest number in the table from the smallest number.</p> <p>C. Correct. The student demonstrated an understanding of how to extend a pattern.</p> <p>D. The student thought that May should be 1 less than April.</p>
5	Algebraic Reasoning	<p>A. Correct. The student demonstrated an ability to find an unknown represented by a symbol in an arithmetic problem by solving a one-step equation.</p> <p>B. Balance distractor</p> <p>C. The student computed $50 - 4$.</p> <p>D. The student added instead of subtracting.</p>
6	Geometry & Measurement	<p>A. Correct. The student demonstrated an ability to classify angles as acute, right, and obtuse.</p> <p>B. The student thought one of the obtuse angles was a right angle.</p> <p>C. Balance distractor</p> <p>D. The student thought one of the acute angles was an obtuse angle.</p>
7	Data & Probability	<p>A. The student ignored the key and used 1 cone picture to represent 1 cone.</p> <p>B. Correct. The student demonstrated an ability to represent data in a pictograph with scaled intervals.</p> <p>C. Balance distractor</p> <p>D. The student did not know how to represent 5 cones with a key of 2.</p>

Mathematics

Number	Reporting Category	Item Distractor Rationales
8	Number & Operations	<p>A. The student listed the scores from least to greatest instead of greatest to least.</p> <p>B. The student listed the scores in the five thousands from greatest to least and then the scores in the six thousands from greatest to least.</p> <p>C. The student mixed up 6,020 and 6,005 and 5,735 and 5,275.</p> <p>D. Correct. The student demonstrated an ability to use place value to compare whole numbers up to 100,000.</p>
9	Number & Operations	<p>A. The student confused 1,000 and 100.</p> <p>B. Correct. The student demonstrated an ability to find 1,000 more than a given four-digit number.</p> <p>C. The student confused 1,000 and 1,100.</p> <p>D. The student confused Sam and Casey.</p>
10	Geometry & Measurement	<p>Correct Response:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <p>The figure has 2 bases.</p> <p>The figure has exactly 5 vertices.</p> <p>The figure has a triangular base.</p> <p>The figure has a rectangular base.</p> </div> </div>



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