

# OKLAHOMA SCHOOL TESTING PROGRAM

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PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS  
& MATHEMATICS**

2018–2019 **GRADE 3**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

**Oklahoma School Testing Program  
Administration Dates  
2018–2019 School Year  
English Language Arts and Mathematics  
Paper/Pencil Assessment Window  
April 1–19, 2019**



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JOY HOFMEISTER

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

Dear Families and Educators,

In April, students will begin taking the Oklahoma School Testing Program (OSTP) tests to provide a snapshot of academic performance near the end of the school year. For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides that will be given this spring, please visit <https://sde.ok.gov/assessment-guidance>.

OSTP tests measure your child's progress in learning the Oklahoma Academic Standards for school subjects. To learn more about the standards, please visit <http://sde.ok.gov/sde/oklahoma-academic-standards>. Inside this guide, you will find an explanation of what's covered in the test and sample questions to become familiar with the test format. These will help your child understand what to expect on the tests.

Families will receive reports that include their child's progress, areas of success and areas in need of additional growth. Paper reports will be sent home by the local school district in late summer 2018. In addition, families will have access to their student's results in the online Parent Portal in early summer 2018.

We know that all families have dreams for their children and want what is best for them. The spring tests are an opportunity for children to showcase their learning this school year. Students are most successful when schools and families work together. During the week of testing, please be sure your child gets plenty of sleep, eats a healthy breakfast and is at school on time.

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

Sincerely,

A handwritten signature in cursive script, reading "Joy Hofmeister".

State Superintendent of Public Instruction

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## **THE OKLAHOMA SCHOOL TESTING PROGRAM**

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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, once in Grades 6–8, and once in high school. 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 Be Ready**

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’s 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?

Students in grade 3 continue to develop foundational and critical reading and writing skills. These skills help them as they read grade-appropriate text. Teachers ask students to answer questions with support from what they read. Students summarize what they read and are developing skills to allow them to identify setting (i.e., time, place), the sequence of events, characters' actions/feelings throughout the story, and the topic of the story. Students can identify the author's purpose and describe the structure of different texts. Students have opportunities to practice their writing in a variety of settings and for various purposes. Students expand the vocabulary they use in writing and speaking. Students apply correct grammar, mechanics, and usage in their writing. Students can create a list of topics and questions to research, and locate, organize and summarize their findings in a report. Students can engage for longer periods of reading and writing.

### How can I help my student at home?

- Read with your student. Allow your student to read to you as well as you read to him or her.
- Help your student learn new words by encouraging him or her to notice the patterns within the words and thinking about the sentences before and after for understanding.
- Discuss why the author may have written a given book and who would be the main readers.
- Have your student tell you what happened in the story and how he or she would change the ending or solve the problem.
- Talk with your student about the information he or she learned from books they are reading.
- Learn and use new words. Challenge yourself to use these words in conversations with your student.
- Encourage your student to write stories or observations in a notebook. Add questions or comments if you would like.
- Observe words with capital letters and discuss why some words are capitalized and some are not. Observe different punctuation marks and discuss why they are used.
- Explore and research a topic that your student finds interesting. Discuss what types of questions might be helpful as you explore the topic. Discuss where you could find reliable information on the topic.

## **English Language Arts Practice Questions**

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The OSTP grade 3 ELA test 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.

Student performance on the sample items provided in this guide does not indicate student's overall performance on the OSTP Assessment. 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/ok.gov.sde/files/documents/files/OSTP\\_2018-19\\_ItemSpecs\\_ELA\\_G3\\_web.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP_2018-19_ItemSpecs_ELA_G3_web.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 the selection. 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 poem?

- Ⓐ 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





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

### How to Make Hummingbird Food

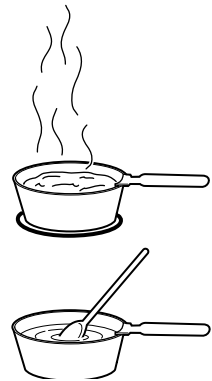
- 1 Hummingbirds use so much energy beating their wings that they need sugar in their food. In nature, they get their sugar from the nectar of flowers. You can make a solution that is much like flower nectar. Follow this easy recipe to fill your feeder with homemade hummingbird nectar. It will keep hummingbirds returning to your feeder day by day and year by year. Ask an adult for help with this project.
- 2 You will first need to select a hummingbird feeder. Choose one that is easy to clean. It is also best to find one that has a perch. This will allow the hummingbird to rest and conserve its energy. Many feeders are red, the color that attracts hummingbirds.

#### What you need:

- measuring cup
- water
- pot for the stove-top burner
- white sugar

#### What to do:

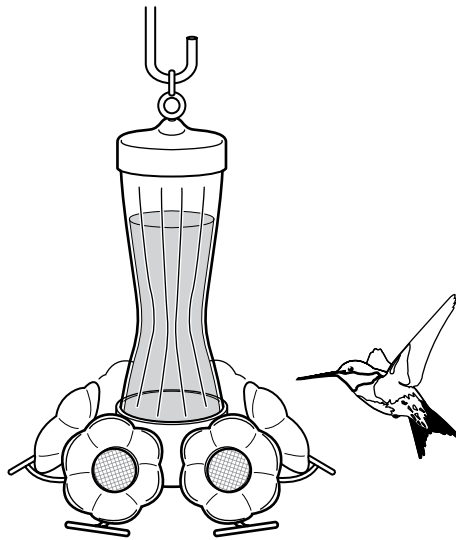
1. Measure one cup of water and pour it into a pot for the stove.
2. Bring the water to a boil and boil for 2 minutes.
3. Once the water boils, remove the pot from the stove.
4. Measure  $\frac{1}{4}$  cup of white sugar.
5. Add the sugar to the pot and stir well.
6. Allow the solution to cool completely.
7. Pour the sugar solution (nectar) into your hummingbird feeder.
8. Store any extra solution in a refrigerator.  
(Do not keep it longer than 1 week.)





**Tips:**

1. Do not add red food coloring to the solution because it could harm the birds.
2. Do not place the feeder too close to a window.
3. Plant red flowers or add a red garden flag or red furniture near your feeder to bring the hummingbirds to your yard.
4. Hang your hummingbird feeder in a shaded area of your yard. If you do not have shade, you will need to change the nectar more often.
5. When you see that your nectar looks cloudy, dump it out and wash the feeder. Then place fresh homemade nectar in it.





**8** In step 6, completely means

- Ⓐ not complete.
- Ⓑ almost complete.
- Ⓒ to complete again.
- Ⓓ in a complete way.

**9** Why does the author probably put the heading “What you need” in bold print?

- Ⓐ to help the reader notice it
- Ⓑ to make the words easy to read
- Ⓒ to show the importance of the project
- Ⓓ to help the reader understand the steps

**10** The reader can tell this selection is nonfiction because the writer

- Ⓐ describes different types of hummingbird feeders.
- Ⓑ gives directions for making hummingbird nectar.
- Ⓒ explains events that could happen in the future.
- Ⓓ uses short sentences.



### What is my student learning?

Students in grade 3 are extending their understanding of place value up to 100,000 in various contexts. This understanding helps them to perform calculations, such as addition, subtraction, multiplication, and division in real-world and mathematical situations. Students are developing an understanding of fractions and extending their understanding of money. Students are extending their understanding of measurement and using this understanding to describe and analyze properties of two- and three-dimensional figures. Students are strengthening their understanding of perimeter, time, and temperature as measurable attributes. Students are constructing and analyzing frequency tables, bar graphs, picture graphs, and line plots to solve problems.

### How can I help my student at home?

- Stay positive about math! When you stay positive, your student is more likely to have a positive mindset.
- Every day, ask your student to summarize his or her math class and teach you the concept he or she learned that day.
- Ask your student real-world math questions.
- Have your student explain *how* they know their answers are correct.
- Research the math involved in different career-paths.

### Sample 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

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The OSTP Grade 3 Mathematics test consists of selected-response (multiple-choice) 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.

Student performance on the sample items provided in this guide does not indicate student's overall performance on the OSTP Assessment. 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 Math Standards and/or Assessment, visit the Test and Item Specs at [https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP\\_2018-19\\_ItemSpecs\\_Math\\_G3\\_web.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OSTP_2018-19_ItemSpecs_Math_G3_web.pdf).

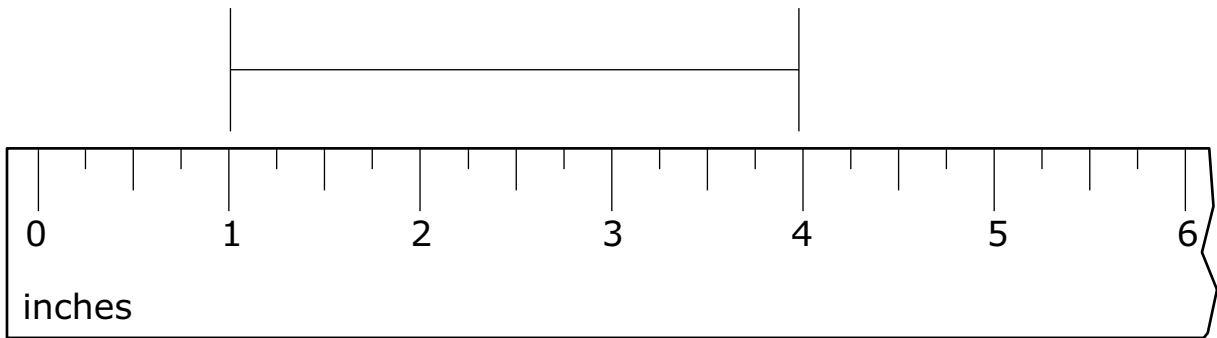
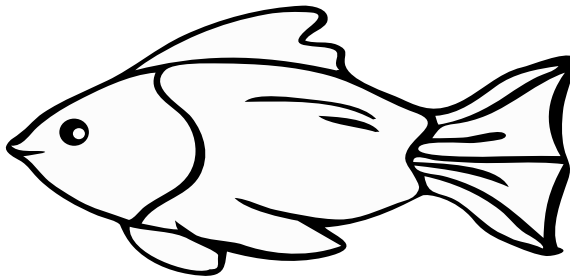




# Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

**1** Jessie measured her goldfish as shown.



**What is the length of Jessie's goldfish?**

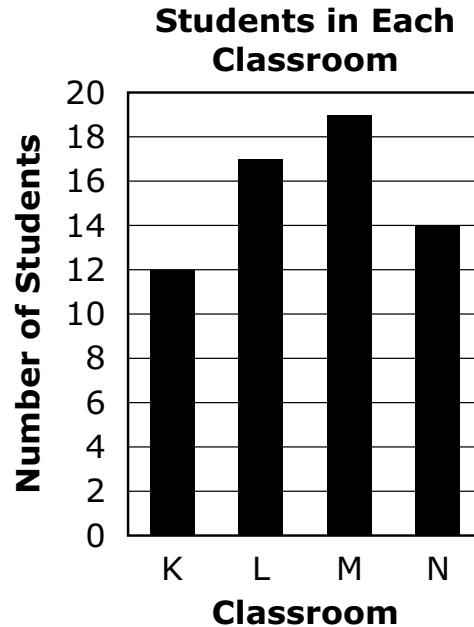
- Ⓐ 1 inch
- Ⓑ 3 inches
- Ⓒ 4 inches
- Ⓓ 6 inches



**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?

- Ⓐ 437 pounds
- Ⓑ 1,447 pounds
- Ⓒ 1,641 pounds
- Ⓓ 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 are in classroom N?

- Ⓐ 3
- Ⓑ 4
- Ⓒ 5
- Ⓓ 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**

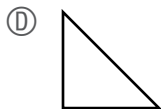
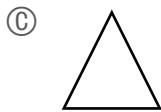
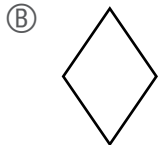
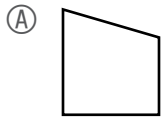
Month	Number of Songs
January	15
February	13
March	11
April	9
May	?

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



**6** 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?

- Ⓐ 36
- Ⓑ 44
- Ⓒ 46
- Ⓓ 64



**7** Mrs. Steinberg's class made a design using square pieces of paper. Each piece of paper was 1 foot wide by 1 foot long. The design was a rectangle, 5 feet wide by 7 feet long. How many square pieces of paper were used to make the design?

- Ⓐ 12 pieces of paper
- Ⓑ 20 pieces of paper
- Ⓒ 24 pieces of paper
- Ⓓ 35 pieces of paper



8 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?

Ⓐ **Ice-Cream Cones Sold**

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

Key: ▼ = 2 cones

Ⓑ **Ice-Cream Cones Sold**

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

Key: ▼ = 2 cones

Ⓒ **Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼
strawberry	▼
vanilla	▼

Key: ▼ = 2 cones

Ⓓ **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

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

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

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

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



# ANSWER KEYS

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Language	<p>A. <b>Correct.</b> 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 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. <b>Correct.</b> 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. <b>Correct.</b> 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. <b>Correct.</b> 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. <b>Correct.</b> The poem tells a story about two siblings who have an amusing experience.</p>



**English Language Arts**

6	Critical Reading/Writing	<p>A. This is not a feature of first-person point of view.</p> <p><b>B. Correct. The speaker is the sibling who rescues the boy when he falls into the lake.</b></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	<p><b>Correct Response</b></p> <table border="1"> <thead> <tr> <th style="text-align: center;">Score</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></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 style="text-align: center;"><b>1</b></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 style="text-align: center;"><b>0</b></td> <td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td> </tr> <tr> <td style="text-align: center;"><b>Blank</b></td> <td></td> </tr> </tbody> </table> <p><b>Possible responses:</b></p> <ul style="list-style-type: none"> <li>· The speaker wants to help the little brother to stay safe.</li> <li>· “I warned / my little brother not to go / too close to the edge.” (lines 7–9)</li> <li>· The speaker helps the little brother after he falls in the water.</li> <li>· “All I caught / was one little brother— /hauled up out of the cattails, /sputtering, soggy, and still stubborn. (lines 14–17)</li> </ul> <p>Other responses are acceptable if supported by relevant details from the text.</p>	Score	Description	<b>2</b>	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.	<b>1</b>	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.	<b>0</b>	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.	<b>Blank</b>	
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<b>Blank</b>												
8	Vocabulary	<p>A. The suffix “ly” means characteristic of, not “not.”</p> <p>B. The suffix “ly” means characteristic of, not “almost.”</p> <p>C. The suffix “ly” means a characteristic of, not “again.”</p> <p><b>D. Correct. The suffix “ly” means a characteristic of.</b></p>										
9	Research	<p><b>A. Correct. The bold print is used to draw the reader’s attention to the heading.</b></p> <p>B. The bold print is not used to make the words easier to read.</p> <p>C. The bold print is not used to show the importance of the project.</p> <p>D. The bold print is not used to help the reader to understand the steps.</p>										
10	Reading/Writing Process	<p>A. Fiction selections could also describe different types of hummingbird feeders.</p> <p><b>B. Correct. A selection which gives a set of directions for how to do something is an example of a nonfiction selection.</b></p> <p>C. Fiction selections could also have events that happen in the future.</p> <p>D. Fiction selections could also use short sentences.</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>B. Correct. The student demonstrated an ability to measure the length of an object to the nearest half inch.</b></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><b>A. Correct. The student demonstrated an ability to use addition and subtraction to solve a real-world problem involving whole numbers.</b></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 <math>9,898 - 7,859</math>.</p>
3	Data & Probability	<p><b>A. Correct. The student demonstrated an understanding of how to solve a problem using categorical data presented in a bar graph.</b></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><b>C. Correct. The student demonstrated an understanding of how to extend a pattern.</b></p> <p>D. The student thought that May should be 1 less than April.</p>
5	Geometry & Measurement	<p><b>A. Correct. The student demonstrated an ability to classify angles as acute, right, and obtuse.</b></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>
6	Algebraic Reasoning	<p><b>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.</b></p> <p>B. Balance distractor</p> <p>C. The student computed <math>50-4</math>.</p> <p>D. The student added instead of subtracting.</p>
7	Geometry & Measurement	<p>A. The student added the 5 and 7.</p> <p>B. Balance distractor</p> <p>C. The student computed <math>5+7+5+7</math>, finding the perimeter.</p> <p><b>D. Correct. The student demonstrated an ability to use formulas to determine the area of a rectangle.</b></p>
8	Data & Probability	<p>A. The student ignored the key and used 1 cone picture to represent 1 cone.</p> <p><b>B. Correct. The student demonstrated an ability to represent data in a pictograph with scaled intervals.</b></p> <p>C. Balance distractor</p> <p>D. The student did not know how to represent 5 cones with a key of 2.</p>

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9	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. <b>Correct. The student demonstrated an ability to use place value to compare whole numbers up to 100,000.</b></p>
10	Number & Operations	<p>A. The student confused 1,000 and 100.</p> <p>B. <b>Correct. The student demonstrated an ability to find 1,000 more than a given four-digit number.</b></p> <p>C. The student confused 1,000 and 1,100.</p> <p>D. The student confused Sam and Casey.</p>

