

# **MATHEMATICS**

# **Grade 3**

**2015 Released Test Questions**

# **TEST ADMINISTRATOR**

# **INSTRUCTIONS**

### Question 1

Grade	3	Subject	Mathematics	Question	1
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
<b>Knowledge and Skill Statement 3.7</b>	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
<b>Essence Statement</b>	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
<b>Prerequisite Skill (Old Curriculum)</b>	recognize and compare heights or lengths of people or objects (P-K)				

### Question 2

Grade	3	Subject	Mathematics	Question	2
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
<b>Knowledge and Skill Statement 3.7</b>	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
<b>Essence Statement</b>	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
<b>Prerequisite Skill (Old Curriculum)</b>	recognize and compare heights or lengths of people or objects (P-K)				

### Question 3

Grade	3	Subject	Mathematics	Question	3
<b>Reporting Category 3</b>	Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.				
<b>Knowledge and Skill Statement 3.7</b>	The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.				
<b>Essence Statement</b>	Solves problems involving perimeter, time, liquid volume (capacity), or weight.				
<b>Prerequisite Skill (Old Curriculum)</b>	compare and order two or three concrete objects according to length (longer/shorter than, or the same) (K)				

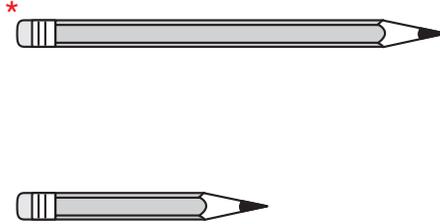
## Question 4

<b>Grade</b>	3	<b>Subject</b>	Mathematics	<b>Question</b>	4
<b>Reporting Category 3</b>		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
<b>Knowledge and Skill Statement 3.7</b>		The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.			
<b>Essence Statement</b>		Solves problems involving perimeter, time, liquid volume (capacity), or weight.			
<b>Prerequisite Skill (Old Curriculum)</b>		compare and order two or more concrete objects according to length (from longest to shortest) (1)			

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to each pencil. *Communicate:* **This pencil is longer than the other pencil.**
- *Communicate:* **Find the pencil that is longer.**

### Stimulus 1



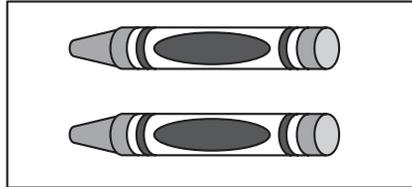
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pencil that is longer,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the pencil that is longer,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the pencil that is longer,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the pencil that is longer,	➡	mark <b>C</b> for question 1 and move to question 2.

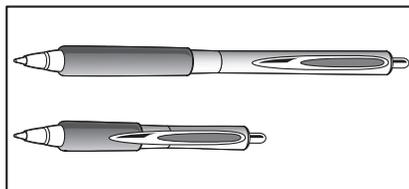
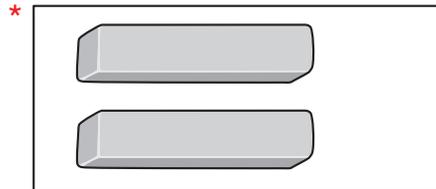
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate: **These crayons are the same length.**
- Direct the student to each answer choice in Stimulus 2b. Communicate: **These objects are erasers. These objects are pens.**
- Communicate: **Find the two objects that are the same length.**

### Stimulus 2a



### Stimulus 2b

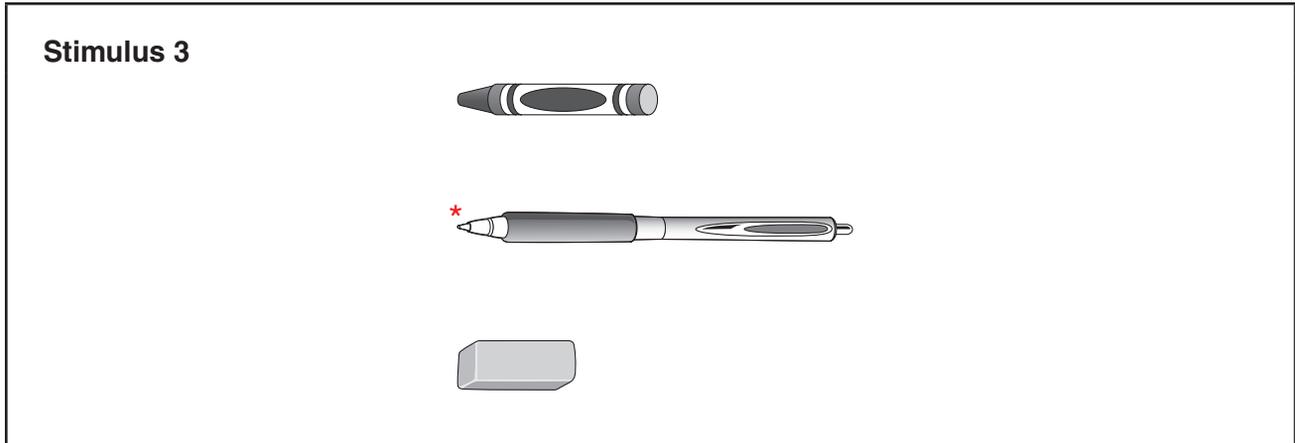


## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the erasers,	➔	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the erasers,	➔	<ul style="list-style-type: none"><li>• model the desired student action by finding the erasers that are the same length and <i>communicate</i> “<b>These erasers are the same length</b>”; and</li><li>• replicate the initial presentation instructions.</li></ul>
After teacher modeling, if the student finds the erasers,	➔	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the erasers,	➔	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3.
- Direct the student to each answer choice in Stimulus 3. Communicate: **These objects are different lengths.**
- Communicate: **Find the object that is the longest.**

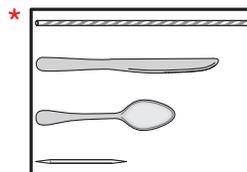
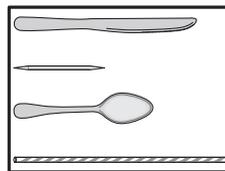
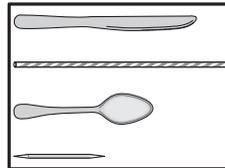


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the pen,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the pen,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Allow the student to use a measuring tool. <b>OR</b></li> <li>• Have the student move his or her finger across the length of each object.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pen,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the pen,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4.
- Direct the student to Stimulus 4. *Communicate:* **A student has a spoon, a knife, a straw, and a toothpick. These objects are all different lengths.**
- Direct the student to each answer choice in Stimulus 4.
- *Communicate:* **Find the set of objects that are in order from longest to shortest.**

### Stimulus 4



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>A</b> for question 4.
If the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark <b>C</b> for question 4.