

MATHEMATICS

Grade 3

2015 Released Test Questions

TEST ADMINISTRATOR

INSTRUCTIONS

Question 1

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

Question 2

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

Question 3

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

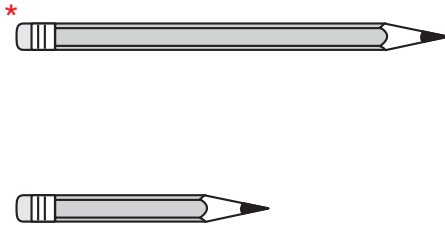
Question 4

Grade	3	Subject	Mathematics	Question	4
Reporting Category 3		Geometry and Measurement: The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.			
Knowledge and Skill Statement 3.7		The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.			
Essence Statement		Solves problems involving perimeter, time, liquid volume (capacity), or weight.			
Prerequisite Skill (Old Curriculum)		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



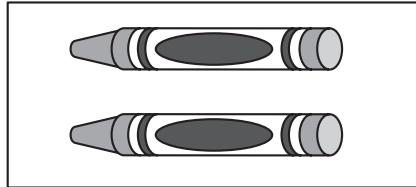
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the pencil that is longer,	➡	mark A 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">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the pencil that is longer,	➡	mark 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 C for question 1 and move to question 2.

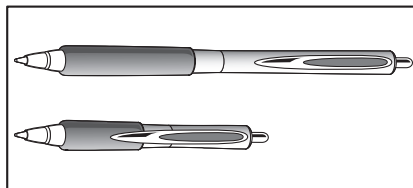
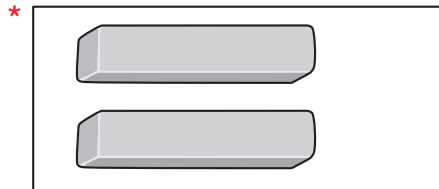
Presentation Instructions for Question 2

- 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

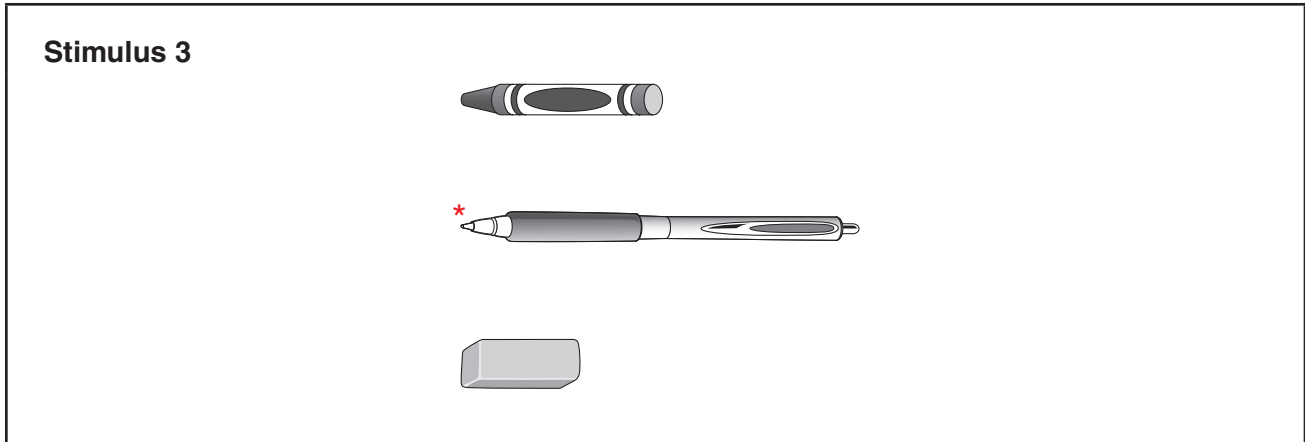


Scoring Instructions

Student Action		Test Administrator Action
If the student finds the erasers,	➔	mark A for question 2 and move to question 3.
If the student does not find the erasers,	➔	<ul style="list-style-type: none">• model the desired student action by finding the erasers that are the same length and <i>communicate</i> “These erasers are the same length”; and• replicate the initial presentation instructions.
After teacher modeling, if the student finds the erasers,	➔	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the erasers,	➔	mark C 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 A for question 3 and move to question 4.
If the student does not find the pen,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Allow the student to use a measuring tool. OR • Have the student move his or her finger across the length of each object. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pen,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the pen,	➡	mark C 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

The stimulus consists of three rectangular boxes, each containing four objects: a knife, a spoon, a straw, and a toothpick. The objects are arranged in different orders and orientations within each box. The third box is marked with a red asterisk (*).

- Box 1: Knife (top), Straw (second), Spoon (third), Toothpick (bottom).
- Box 2: Knife (top), Spoon (second), Straw (third), Toothpick (bottom).
- Box 3 (*): Straw (top), Knife (second), Spoon (third), Toothpick (bottom).

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the set of objects in the order of "straw, knife, spoon, toothpick,"	➡	mark A 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 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 C for question 4.