New York State Testing Program

2017 Common Core Mathematics Test

Grade 3

Scoring Leader Materials

Training Set
# 2-Point Holistic Rubric

| 2 Point | A two-point response includes the correct solution to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.  

This response  
- indicates that the student has completed the task correctly, using mathematically sound procedures  
- contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures  
- may contain inconsequential errors that do not detract from the correct solution and the demonstration of a thorough understanding |
|---|---|
| 1 Point | A one-point response demonstrates only a partial understanding of the mathematical concepts and/or procedures in the task.  

This response  
- correctly addresses only some elements of the task  
- may contain an incorrect solution but applies a mathematically appropriate process  
- may contain the correct solution but required work is incomplete |
| 0 Point* | A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task. |

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
### 3-Point Holistic Rubric

#### Score Points:

<table>
<thead>
<tr>
<th>3 Point</th>
<th>A three-point response includes the correct solution(s) to the question and demonstrates a thorough understanding of the mathematical concepts and/or procedures in the task.</th>
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<tbody>
<tr>
<td>This response</td>
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<tr>
<td>• indicates that the student has completed the task correctly, using mathematically sound procedures</td>
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<tr>
<td>• contains sufficient work to demonstrate a thorough understanding of the mathematical concepts and/or procedures</td>
<td></td>
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<tr>
<td>• may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding</td>
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<table>
<thead>
<tr>
<th>2 Point</th>
<th>A two-point response demonstrates a partial understanding of the mathematical concepts and/or procedures in the task.</th>
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<tbody>
<tr>
<td>This response</td>
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<tr>
<td>• appropriately addresses most, but not all aspects of the task using mathematically sound procedures</td>
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<tr>
<td>• may contain an incorrect solution but provides sound procedures, reasoning, and/or explanations</td>
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<tr>
<td>• may reflect some minor misunderstanding of the underlying mathematical concepts and/or procedures</td>
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<tr>
<th>1 Point</th>
<th>A one-point response demonstrates only a limited understanding of the mathematical concepts and/or procedures in the task.</th>
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<tbody>
<tr>
<td>This response</td>
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<tr>
<td>• may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete</td>
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<tr>
<td>• exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of mathematical procedures, or faulty mathematical reasoning</td>
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<tr>
<td>• reflects a lack of essential understanding of the underlying mathematical concepts</td>
<td></td>
</tr>
<tr>
<td>• may contain the correct solution(s) but required work is limited</td>
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</tbody>
</table>

| 0 Point* | A zero-point response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedures, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task. |

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
2017 2- and 3-Point Mathematics Scoring Policies

Below are the policies to be followed while scoring the mathematics tests for all grades:

1. If a student shows the work in other than a designated “Show your work” or “Explain” area, that work should still be scored.

2. If the question requires students to show their work, and the student shows appropriate work and clearly identifies a correct answer but fails to write that answer in the answer blank, the student should still receive full credit.

3. If students are directed to show work, a correct answer with no work shown receives no credit.

4. If students are not directed to show work, any work shown will not be scored. This applies to items that do not ask for any work and items that ask for work for one part and do not ask for work in another part.

5. If the student provides one legible response (and one response only), the rater should score the response, even if it has been crossed out.

6. If the student has written more than one response but has crossed some out, the rater should score only the response that has not been crossed out.

7. Trial-and-error responses are not subject to Scoring Policy #6 above, since crossing out is part of the trial-and-error process.

8. If a response shows repeated occurrences of the same conceptual error within a question, the conceptual error should not be considered more than once in gauging the demonstrated level of understanding.

9. In questions requiring number sentences, the number sentences must be written horizontally.

10. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question but that work results in a score of zero.
Write a fraction that is less than \( \frac{1}{3} \) using 1 as the numerator.

\textit{Answer} \underline{\hspace{2cm}}

Explain why the answer you chose is less than \( \frac{1}{3} \).

\textit{Answer} \underline{\hspace{2cm}}
EXEMPLARY RESPONSE

Write a fraction that is less than \( \frac{1}{3} \) using 1 as the numerator.

\[ \frac{1}{4} \quad \text{or any other fraction less than } \frac{1}{3} \]

**Answer**

Explain why the answer you chose is less than \( \frac{1}{3} \):

**Answer**

Since \( \frac{1}{4} \) has a greater value in the denominator but the same numerator as \( \frac{1}{3} \), the whole is divided into a greater number of parts, so each part is smaller.

Or other valid response
GUIDE PAPER 1

Write a fraction that is less than \( \frac{1}{3} \) using \( 1 \) as the numerator.

Answer: \( \frac{1}{3} \)

Explain why the answer you chose is less than \( \frac{1}{3} \).

Answer:
First I drew a congruent rectangle. Then I compared \( \frac{1}{2} \) and \( \frac{1}{3} \) and saw \( \frac{1}{2} \) is greater than \( \frac{1}{3} \). Finally I know that \( \frac{1}{3} \) is less than \( \frac{1}{2} \).

Score Point 2 (out of 2 points)
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen and the explanation is correct.
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{4}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

If the numerators are the same, look at the denominator. The smaller the denominator, the bigger the fraction.

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen as an answer. The response correctly compares denominators of fractions to explain the answer.
GUIDE PAPER 3

Write a fraction that is less than \( \frac{1}{3} \) using 1 as the numerator.

Answer \( \frac{1}{5} \)

Explain why the answer you chose is less than \( \frac{1}{3} \).

Answer as my fraction

I chose \( \frac{1}{5} \) because when I drew \( \frac{1}{3} \) and \( \frac{1}{5} \). I saw that \( \frac{1}{5} \) had a piece bigger than all the 5 squares were small.

Score Point 2 (out of 2 points)
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct fraction is chosen, and a correct comparison of fractions in terms of parts of the whole is provided.
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{4}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer

$\frac{1}{4}$ is smaller than $\frac{1}{3}$

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the explanation is incomplete: no explanation of why $\frac{1}{4}$ is less than $\frac{1}{3}$ is provided. The response addresses only some elements of the task correctly.
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the explanation is incorrect. The response addresses only some elements of the task correctly.
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer: $\frac{1}{8}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer:
First, I drew a congruent rectangle. Then, I split the rectangle into half. Finally, I shade the rectangle, and saw $\frac{1}{8}$ is greater than $\frac{1}{3}$.

Score Point 1 (out of 2 points)
This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct fraction is chosen, the required work is incomplete: no explanation of why $\frac{1}{8}$ is less than $\frac{1}{3}$ is provided. The response addresses only some elements of the task correctly.
GUIDE PAPER 7

Write a fraction that is less than \( \frac{1}{3} \) using 1 as the numerator.

Answer \( \frac{1}{4} \)

Explain why the answer you chose is less than \( \frac{1}{3} \).

Answer
\( \frac{1}{4} \) is less than \( \frac{1}{3} \) because 3 is greater than 1.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. A fraction greater than \( \frac{1}{3} \) is incorrectly chosen as an answer and an incorrect explanation is provided.
Write a fraction that is less than $\frac{1}{3}$ using 1 as the numerator.

Answer $\frac{1}{2}$

Explain why the answer you chose is less than $\frac{1}{3}$.

Answer $\frac{1}{2}$ is less than $\frac{1}{3}$ because 3 is greater than 2.

Score Point 0 (out of 2 points)
This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

*Show your work.*

*Answer* _______ grams
EXEMPLARY RESPONSE

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

\[ 40 \times 3 = 120 \]

or

\[ 40 + 40 + 40 = 120 \]

Or other valid process

Answer \[ \underline{120} \] grams
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

*Show your work.*

\[
40 \times 3 = A \\
A = 40 \times 3 \\
A = 120
\]

Answer 120 grams

**Score Point 2 (out of 2 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. The total mass of the bag of marbles is correctly determined using a mathematically sound procedure.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

\[ 40 \times 3 = ? \]
\[ ? = 120 \]

Answer: 120 grams

the total mass is 120 grams

Score Point 2 (out of 2 points)
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is followed to determine the total mass of the bag of marbles.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

**Show your work.**

\[
\begin{align*}
40 \\
+40 \\
40 \\
\hline
120
\end{align*}
\]

Answer 120 grams

**Score Point 2 (out of 2 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure of repeated addition is applied to determine the correct solution.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

\[ 40 \times 3 = 70 \]

The total mass of marbles in each bag is 70.

Answer 70 grams

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct process is followed, the solution is incorrect. The response correctly addresses only some elements of the task.
GUIDE PAPER 5

Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

\[3 \times 40 = 120\]
\[(2 \times 40) + (1 \times 40) = 160\]
\[80 + 80 = 160\]

Answer 160 grams

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the work contains a correct multiplication procedure, a calculation error \((1 \times 40)\) results in an incorrect answer. The response contains an incorrect solution but applies a mathematically appropriate process.
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. A procedure of repeated addition is followed to determine the solution; however, the extra addition of another 40 marbles results in an incorrect total mass of the bag of marbles. The response contains an incorrect solution but applies a mathematically appropriate process.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

40 marbles in a bag, 3 grams

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33

36, 39

Answer 14 grams

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work shows counting by three’s and suggests no understanding.
Patti puts 40 marbles in a bag. Each marble has a mass of 3 grams. What is the total mass of the bag of marbles?

Show your work.

\[
\begin{array}{c}
40 \\
+ 40 \\
+ 40 \\
\hline
120 \\
+ 40 \\
\hline
160 \\
+ 3 \\
\hline
163 \\
\end{array}
\]

The total of Patti is 97 grams because each marble have 40 in each grams.

Answer 97 grams

Score Point 0 (out of 2 points)

Although the response has three groups of 40, holistically, this is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. Extra additions and subtraction show no understanding of the process.
Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer ______

*Explain how you know your answer is correct.*

_________________________________________

_________________________________________

_________________________________________
EXEMPLARY RESPONSE

Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer \( \frac{1}{3} \)

**Explain how you know your answer is correct.**

The whole shape is divided into three triangles of the same size.

so one of them is \( \frac{1}{3} \).

Or other valid response.
Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer \( \frac{1}{3} \)

Explain how you know your answer is correct.

_I know my answer is correct because this trapezoid is cut into thirds and I think that each of them are one third._

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The fraction is identified correctly and a correct explanation is provided.
GUIDE PAPER 2

Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer: \( \frac{1}{3} \)

**Explain how you know your answer is correct.**

I know my answer is correct because

\( \frac{1}{2} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3} \) and \( \frac{3}{3} \) is a whole.

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**Score Point 2 (out of 2 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct answer and explanation are provided.
Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The fraction is identified correctly and a correct explanation is provided.
GUIDE PAPER 4

Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer \( \frac{3}{8} \)

Explain how you know your answer is correct.

One triangle is \( \frac{1}{3} \) so three is \( \frac{3}{2} \).

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the response contains a correct explanation, the answer is incorrect. The response addresses only some elements of the task correctly.
GUIDE PAPER 5

Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer $\frac{3}{3}$

Explain how you know your answer is correct.

I know because there are 3 triangles and they were put together and $\frac{3}{3}$ is to 1 hole.

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The work correctly identifies thirds; however, the answer is incorrect. The response addresses only some elements of the task correctly.
Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the fraction is identified correctly, the explanation is faulty. The response addresses only some elements of the task correctly.
Although the work contains correct fractions $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, holistically the response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.
Ved drew the shape below by combining exactly three triangles of the same size and shape.

What fraction of the area of the whole shape is each triangle?

Answer \( \frac{2}{3} \)

Explain how you know your answer is correct.

My answer is correct because I counted 2 triangles that are the same.

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The answer and explanation are incorrect.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

*Explain your answer.*
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie’s statement correct?

*Explain your answer.*

Yes, the product of an even or odd number and an even number will always be an even number.

Or other valid response
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie’s statement correct?

*Explain your answer.*

Leslie is correct because any number multiplied with an even number should equal an even product.

---

**Score Point 2 (out of 2 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct pattern is established to support the answer.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

*Explain your answer.*

Yes because even x even = even, even x odd = even and odd x odd = odd.

---

**Score Point 2 (out of 2 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct pattern is established to support the answer.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

*Explain your answer.*

```
yes because 5 times 2, 4, 6, 8, 10, 12, and 14 all produce an even number
```

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The work contains multiple correct examples to support the answer. The response contains sufficient work to demonstrate a thorough understanding.
GUIDE PAPER 4

48

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie’s statement correct?

*Explain your answer.*

Yes Leslie is correct because I did this (5x4=20), when I did it I got an even number 20

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although the statement is correct, only one example of multiplication by an even number is provided. The response does not contain sufficient work to establish a thorough understanding.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

*Explain your answer.*

Yes because 5*4=20 and 5* anything=5 or 10 and 10 is for even numbers but odd and even is odd and even and even is even. So, yes.

**Score Point 1 (out of 2 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. The work suggests understanding of multiplication patterns; however, the statement about the product of odd and even numbers is incorrect. The response addresses only some elements of the task correctly.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie’s statement correct?

*Explain your answer.*

5 \times 8 = 40 
5 \times 4 = 20

**Score Point 1 (out of 2 points)**

This response demonstrates only a partial understanding of the mathematical concepts in the task. Two correct examples of multiplication by an even number are provided; however, the response does not draw a conclusion. The response correctly addresses only some elements of the task.
GUIDE PAPER 7

Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie's statement correct?

*Explain your answer.*

no because 5x1=5 and that is not even that is why Leslie is wrong

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The response misinterprets the question and multiplies 5 by an odd rather than an even number, and an incorrect conclusion is drawn.
Leslie says that 5 multiplied by an even number always results in an even product. Is Leslie’s statement correct?

*Explain your answer.*

She is correct because I did $5 \times 4 = 20$ and 2 is an even number but she is also incorrect because $6$ is an even number and $5 \times 6 = 30$ and 3 is not an even product.

**Score Point 0 (out of 2 points)**

Although the work contains correct examples of multiplication by an even number, the procedure of looking at the first digit of the number to determine if it is an even or odd number shows no understanding. Holistically, this response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

What is the total number of balloons Mrs. Ruiz bought?

*Show your work.*

*Answer* ____________ balloons
EXEMPLARY RESPONSE

Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

__________________________

Andy may have added 70 and 5 and got 75 when he should have multiplied 70 and 5.

__________________________

Or other valid response

__________________________

What is the total number of balloons Mrs. Ruiz bought?

*Show your work.*

\[ 5 \times 70 = 350 \]

Or other valid response

*Answer* \[350\] balloons
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy added instead of using multiplication.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

\[
\begin{align*}
170 \\
\times 5 \\
\hline
350 \text{ balloons}
\end{align*}
\]

Answer \underline{350} balloons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and a correct procedure is applied to determine the total number of balloons.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy did not multiply 5 x 70. He multiplied 5 x 15, which equals 75 which was his answer.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

\[
\begin{align*}
70 \times 5 &= 350 \\
5 \times 70 &= 350
\end{align*}
\]

Answer \(350\) balloons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and a correct procedure is followed to determine the solution.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

The error Andy made was each bag had seventy balloons, he did plus five instead of times five so he got the incorrect answer of balloons.

What is the total number of balloons Mrs. Ruiz bought?

*Show your work.*

\[
\begin{array}{c}
5 \\
\times 70 \\
\hline
350 \\
350
\end{array}
\]

*Answer* **350** balloons

Score Point 2 (out of 2 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The error is correctly explained and the total number of balloons is correctly calculated.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy is wrong because he said it was 75 when she bought 70.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

\[ 7 \times 5 = 35 \]
\[ 70 \times 5 = 350 \]

Answer \[350\] balloons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. Although a correct procedure is followed to determine the solution, the explanation is incorrect. The response addresses only some elements of the task correctly.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

Andy messed up by adding. He added instead of multiplying. I know this beca
70+5=75, which is his answer.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

\[
\begin{array}{c}
3 \\
\times 75 \\
\hline
145
\end{array}
\]

Answer 145 balloons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The explanation is correct; however, an incorrect number of balloons per bag is used to determine the solution and the solution has a calculation error. The response contains an incorrect solution but applies a mathematically appropriate process.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

The error that Andy did was she did 70×5 not 70×5!

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

\[
\begin{array}{c}
75 \\
\hline
\end{array}
\]

\[
\begin{array}{c}
375 \\
\hline
75 \\
\hline
375 \\
\hline
75 \\
\hline
450
\end{array}
\]

Answer 450 balloons

Score Point 1 (out of 2 points)

This response demonstrates only a partial understanding of the mathematical concepts in the task. The error is explained correctly; however, the work is incorrect: 75 balloons is multiplied by the number of bags, and then an extra addition operation is performed. The response addresses only some elements of the task correctly.
Mrs. Rulz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Rulz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

All you have to do is add 5, 70, and 75 and you will get 150 as your answer.

What is the total number of balloons Mrs. Rulz bought?

Show your work.

\[
\begin{align*}
5 & \\
70 & \\
75 & \\
\hline
150 & \text{balloons}
\end{align*}
\]

Answer: 150 balloons

Score Point 0 (out of 2 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation and work are incorrect.
Mrs. Ruiz bought 5 bags of balloons for a party. Each bag contained 70 balloons. Andy said Mrs. Ruiz bought a total of 75 balloons. Andy is incorrect.

What error did Andy make when calculating the total number of balloons?

She bought 5 bags for a party and each bag contained 70 balloons. So $75 = 5 \times 15$.

What is the total number of balloons Mrs. Ruiz bought?

Show your work.

$75 = 5 \times 15$

Answer _______ balloons

Score Point 0 (out of 2 points)
This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation and work are incorrect.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

*Show your work.*

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

*Explain your answer.*
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

36 ÷ 6 = 6 band members in each row

Or other valid response

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because 7 is not a factor of 36.

Or other valid response
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

**Show your work.**

\[
\frac{36}{6} \times 6 = \frac{36}{6} = 6
\]

There are six in each row.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

**Explain your answer.**

No! It cannot go into 7 equal rows because you can't go over 36, so there will be a remainder.

\[
\frac{36}{7} = 5 \text{ remainder } 1
\]

---

**Score Point 3 (out of 3 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. The number of band members in each row is correctly calculated. The explanation is complete and correct.
This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct procedure is followed to determine the number of band members per row. Two tables are created to correctly show that it is not possible to place band members in 7 equal rows.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

*Show your work.*

\[
\begin{array}{c|ccccccc}
9 & 2 & 3 & 4 & 5 & 6 \\
6 & 1 & 6 & 1 & 6 & 1 & 6 \\
\hline
2 & 3 & 6
\end{array}
\]

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

*Explain your answer.*

No, because if you try to divide 36 equally, you don't get \( 36 \div 7 = 4, 2, 8, 35, 42 \).

---

**Score Point 3 (out of 3 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct chart is drawn to identify the number of band members in each row. The explanation assumes the same number of people per row \((6 \times 7 = 42)\) and is correct.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

\[
36 \div 6 = 6
\]

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because you can only do it by

by 9 and 4's.

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The number of band members in each row is correctly calculated. The explanation only covers 4, 6, and 9 as factors of 36 and is not complete to establish a thorough understanding. The response appropriately addresses most, but not all aspects of the task.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

*Show your work.*

\[ 6 \times 6 = 36 \]

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

*Explain your answer.*

No, they cannot because the rows will not be equal

---

**Score Point 2 (out of 3 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. The number of band members in each row is correctly determined; however, the explanation is incomplete. The response addresses most but not all aspects of the task.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

_show your work._

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

_explain your answer._

_it could not be 7 because then the boys will have new people and there will not be 36 people._

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The chart correctly represents the number of band members in each row; however, the explanation is weak and reflects some misunderstanding. The response addresses most but not all aspects of the task.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

Answer:

6 band members

36 ÷ 6 = 6

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No, because 36 ÷ 7 = NOTHING!

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation is faulty. The response addresses some elements of the task correctly but reflects a lack of essential understanding of how to divide with a remainder.
GUIDE PAPER 8

A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

36 \div 6 = 6

There are 6 rows of band members.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

No.

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation to the second question is not provided. The response addresses some elements of the task correctly but required work is limited.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

*Show your work.*

\[
\frac{36}{6} = 6
\]

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

*Explain your answer.*

No, it cannot because \( \frac{36}{6} = 6 \) and \( \frac{36}{7} \neq 6 \).

---

**Score Point 1 (out of 3 points)**

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a correct procedure is followed to calculate the number of band members in each row, the explanation is limited to repeating the previous work. The response addresses only some elements of the task correctly but the required work is limited.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

Show your work.

\[
\frac{36}{6} = 6
\]

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

Explain your answer.

Yes, they can because \(36 + 7 = 43\) and that's how they do it.

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The work is incorrect and reflects no understanding.
A band has 36 members. They are arranged into 6 equal rows. How many band members are in each row?

**Show your work.**

\[ \frac{36}{6} = 6 \]

c6 members in each row.

Can the same 36 band members be placed into exactly 7 equal rows? Why or why not?

**Explain your answer.**

No because there would be no one to fill the 7 row.

---

**Score Point 0 (out of 3 points)**

Although a division operation is applied to determine the solution, the division is written in reverse order, and is incorrect. Holistically, the work is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

What is the total area of the new lawn?

*Answer* _______ square feet
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

The gardener can divide the yard in two rectangles, find the area of each rectangle and add the two areas.

\[(5 \times 4) + (6 \times 4) = 20 + 24 = 44\]  Or other valid response

What is the total area of the new lawn?

\textit{Answer} \underline{44} \text{ square feet}
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

She can find it by adding \((5 \times 4) + (6 \times 4) = 44\) square feet.

What is the total area of the new lawn?

Answer \(44\) square feet.

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The area of each part of the yard is correctly calculated and then two areas are added to determine the total area of the new lawn. The explanation of the process is complete and correct.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

She can make the lawn into two pieces and multiply that to find the total, then add the two pieces.

What is the total area of the new lawn?

Answer 44 square feet

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. A correct process of dividing the yard in two parts and calculating the area of each and then adding the two areas is described and all calculations are correct.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

On the top it says 6 ft if you cut it in the middle it is 4 ft on both sides take the left side and it makes 20 the right side makes 24 24+20=44.

What is the total area of the new lawn?

Answer 44 square feet

Score Point 3 (out of 3 points)

This response demonstrates a thorough understanding of the mathematical concepts in the task. The explanation of the process and all calculations are correct.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

She can first split the shape into a square and a rectangle. Then she can split the 8 m into 11 and 4. Then she can do $5 \times 6 = 30$. Then do $3 \times 4 = 12$. Then do $5 \times 3 = 15$. Then do $4 \times 3 = 12$. Then do $3 \times 4 = 12$. Then do $2 \times 3 = 6$. Then do $2 \times 4 + 36 = 56$.

What is the total area of the new lawn?

Answer $56$ square feet

**Score Point 2 (out of 3 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is split in two parts and the area of one part is correctly calculated. The $3 \times 4$ area is inappropriately added twice when determining the area of the second part of the yard. The calculated areas are correctly added to determine the solution. The response appropriately addresses most but not all aspects of the task.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

The gardener can find it is by splitting it into two pieces and then multiply the two pieces to get total.

What is the total area of the new lawn?

Answer 40 square feet

Score Point 2 (out of 3 points)

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is split in two parts and area B is calculated correctly; however, a calculation error when determining area A results in an incorrect answer for area A and final solution. The response reflects some minor misunderstanding of the underlying mathematical concepts and procedures.
GUIDE PAPER 6

This response demonstrates a partial understanding of the mathematical concepts in the task. The yard is divided in three parts, and areas of two parts are calculated correctly. The height of the middle rectangle is incorrectly determined as 4 rather than 3, resulting in an incorrect area and final solution. The response contains an incorrect solution but provides sound procedure and reflects some minor misunderstanding.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

\[5 \times 4 = 20 \quad 8 \times 5 = 40 \quad 8 \times 8 = 64\]

Then we add the numbers together: \[64 + 40 + 12 = 116\] and \[2 \times 6 = 12\]

\[116 - 12 = 104\]

What is the total area of the new lawn?

Answer \[104\] square feet

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. The area of four different rectangles is correctly calculated; however, additional work of adding and subtracting the areas exhibits multiple flaws and reflects a lack of essential understanding. The response addresses only some elements of the task correctly.
GUIDE PAPER 8

A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

She can break it apart with a line as I showed. Then she can find it.

5 × 6 + 5 × 6 which equals 30 + 30 which equals 60. Set the area of that part

Now add 20 + 60 = 80.

What is the total area of the new lawn?

Multiply 4 × 5 = 20 and

The total area is 80 square feet.

Answer ______ square feet

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although a process of dividing the yard in smaller parts, calculating the area of each and adding areas is described, the work exhibits multiple flaws when determining dimensions and area of rectangles and reflects a lack of essential understanding. The response addresses only some elements of the task correctly.
Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Area B is calculated correctly; however, the width of rectangle A is determined incorrectly resulting in an incorrect solution for area A. Additionally, the value 3 is incorrectly added to areas A and B when calculating the total area. The response addresses only some elements of the task correctly and reflects a lack of essential understanding.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

72, because if you multiply

24 \times 3 = 72.

What is the total area of the new lawn?

Answer 72 square feet

Score Point 0 (out of 3 points)

Although the work contains correct calculations of $6 \times 4$ area, the response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation is faulty and suggests no understanding.
A gardener is drawing plans for a new yard. She creates the picture below to represent the size and shape of a new lawn.

How can the gardener find the total area of the new lawn? Describe the process she can use.

What is the total area of the new lawn?

Answer _______ square feet

Score Point 0 (out of 3 points)

This response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task. The explanation is faulty and suggests no understanding.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

### CLASSROOM SUPPLIES

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
\text{Difference in cost} = \_\_\_\_\_\_\_\_\_\_\_\_\_
\]
EXEMPLARY RESPONSE

Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

Ms. Amani’s cost of supplies = cost of pencils + cost of folders
  cost of supplies = (7 × 3) + (9 × 2) = 21 + 18 = 39

Mr. Blake’s cost of supplies = cost of crayons
  cost of supplies = 9 × 4 = 36

Difference in cost = 39 − 36 = 3

Or other valid process

\[
\text{Difference in cost } = 3
\]
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

**Show your work.**

\[
\text{Mr. Blake's cost} \\
\$4 \times 9 = 36
\]

\[
\text{Ms. Amani's cost} \\
\$3 \times 7 = 21 \\
\$2 \times 9 = 18 \\
21 + 18 = 39
\]

\[
\text{Difference in cost} \\
39 - 36 = 3
\]

**Score Point 3 (out of 3 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room’s supplies and the difference in cost are correctly calculated using mathematically sound procedures.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

**CLASSROOM SUPPLIES**

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
\begin{align*}
7 \times 3 &= 21 \\
9 \times 2 &= 18
\end{align*}
\]

\[
\begin{align*}
21 + 18 &= 39 \\
\text{mr.blake} &\quad 9 \times 4 = 3 \\
39 - 36 &= 3
\end{align*}
\]

*Difference in cost $3*

---

**Score Point 3 (out of 3 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room’s supplies and the difference in cost are correctly calculated using mathematically sound procedures. The incorrect work shown \((9 \times 4 = 3)\) in the initial work for Mr. Blake’s classroom cost is considered an inconsequential error that does not detract from the correct solution and the demonstration of a thorough understanding.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
\text{Ms. Amani: } 3 \times 7 = 21 \quad 9 \times 2 = 18 \quad 21 + 18 = 39\$
\[
\text{Mr. Blake: } 9 \times 4 = 36\$
\]

*Difference in cost* $3$

**Score Point 3 (out of 3 points)**

This response demonstrates a thorough understanding of the mathematical concepts in the task. The cost of each room’s supplies and the difference in cost are correctly calculated. The subtraction to calculate the difference in cost is performed mentally and is acceptable.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

**Ms. Amani**

\[
\begin{align*}
3 + 7 &+ 3 + 9 + 3 + 2 + 2 + 2 + 2 + 2 = 39
\end{align*}
\]

**Mr. Blake**

\[
\begin{align*}
4 + 9 + 4 + 9 + 9 + 4 + 9 + 9 + 9 = 36
\end{align*}
\]

Difference in cost $39 - 36 = 3$

**Score Point 2 (out of 3 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. A correct process of repeated addition is applied to calculate the cost of supplies for each classroom; however, the difference in cost is not addressed. The response addresses most, but not all aspects of the task using mathematically sound procedures.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
\begin{align*}
7 \times 3 &= 21 \\
9 \times 2 &= 18 \\
\frac{418}{39} &= 36
\end{align*}
\]

**Score Point 2 (out of 3 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. Although the cost of each room’s supplies is correctly determined, the difference in cost is not calculated. The response addresses most, but not all aspects of the task.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
\begin{align*}
6 \times 3 &= 18 \\
9 \times 2 &= 18 \\
9 \times 4 &= 36 \\
\end{align*}
\]

**Difference in cost: $0**

---

**Score Point 2 (out of 3 points)**

This response demonstrates a partial understanding of the mathematical concepts in the task. Mr. Blake’s classroom cost is correctly determined; however, an incorrect number of pencil cases is used to determine the cost of pencils, resulting in incorrect total cost for Ms. Amani’s classroom. The difference in costs is then calculated correctly. The response contains an incorrect solution but provides sound procedures.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work.

\[ 3 \times 7 + 9 \times 2 = 39 \]

Difference in cost \( \$39 \)

Score Point 1 (out of 3 points)

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although the cost of supplies Ms. Amani ordered is correctly calculated and supported with work, the cost of Mr. Blake’s supplies and the difference in cost is not determined. The response addresses some elements of the task correctly but required work is limited.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[
7 \times 3 = 21 \quad 9 \times 2 = 18 \quad 21 - 18 = 3
\]

**Difference in cost** $3

---

**Score Point 1 (out of 3 points)**

This response demonstrates only a limited understanding of the mathematical concepts in the task. Only the costs of supplies Ms. Amani ordered is calculated and the difference in cost of these supplies is determined. The response addresses some elements of the task correctly but reflects a lack of essential understanding.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[39 - 36 = 3\]

\[\text{Difference in cost } \$3\]

**Score Point 1 (out of 3 points)**

This response demonstrates only a limited understanding of the mathematical concepts in the task. Although the difference in cost is calculated correctly, no initial work is shown for how 36 and 39 are obtained. The response contains a correct solution but required work is limited.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

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</table>
```

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

Show your work:

\[ \begin{align*}
7 \times 3 &= 21 \\
9 \times 4 &= 36 \\
21 + 36 &= 57 \\
57 - 21 &= 36 \\
\end{align*} \]

Difference in cost $35$

Score Point 0 (out of 3 points)

Although the cost of folders is correctly calculated, additional work to calculate cost of supplies suggests no understanding; cases are multiplied by packs and dollars are multiplied by dollars. Holistically, this response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.
Ms. Amani and Mr. Blake each ordered supplies for their classrooms. The cost of the supplies is shown below.

**CLASSROOM SUPPLIES**

<table>
<thead>
<tr>
<th>Supply</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil Case</td>
<td>$3</td>
</tr>
<tr>
<td>Box of Crayons</td>
<td>$4</td>
</tr>
<tr>
<td>Pack of Folders</td>
<td>$2</td>
</tr>
</tbody>
</table>

Ms. Amani ordered 7 pencil cases and 9 packs of folders. Mr. Blake ordered 9 boxes of crayons. What is the difference in the cost of the supplies Ms. Amani ordered and the cost of the supplies Mr. Blake ordered?

*Show your work.*

\[3+3+3+3+3+3=18\]

*Difference in cost \$ 18*

**Score Point 0 (out of 3 points)**

Although an attempt is made to determine the cost of pencil cases, the repeated addition is performed incorrectly, and no other work is provided. The response is not sufficient to demonstrate even a limited understanding of the mathematical concepts in the task.