Appendix C

ISTEP+ Fall 2000
Teacher Scoring Guide
Teacher's Scoring Guide

Grade 3

English/Language Arts and Mathematics

Applied Skills Assessment

Fall 2000

Indiana Statewide Testing for Educational Progress
Teacher's Scoring Guide
Grade 3

English/Language Arts and Mathematics
Applied Skills Assessment
Fall 2000

Indiana Department of Education
INTRODUCTION

During fall 2000, Indiana students in Grades 3, 6, 8, and 10 participated in the administration of the ISTEP+. The test for ISTEP+ Fall 2000 consisted of two parts: (1) a basic skills section and (2) an applied skills section. For the fall testing, the basic skills, or multiple choice, section of ISTEP+ was machine-scored. The applied skills section, which consisted of open-ended questions and a writing prompt, was hand-scored in Indiana during October and November 2000.

The results of both the basic skills section and the applied skills section were returned to the schools by January 2001. Copies of imaged student responses in the applied skills section have also been returned to the schools. It is the Indiana Department of Education's expectation that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To help in this process, the Indiana Department of Education has prepared the following Teacher's Scoring Guide. The purpose of this guide is to help teachers

- understand the methods used to score the ISTEP+ Fall 2000 Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Applied Skills Report and the imaged copy of the student's work.

For Grade 3, the scoring guide is divided into two sections: English/Language Arts and Mathematics. In each section, you will find

- an introduction,
- a list of the Grade 3 Essential Skills,
- rubrics (scoring rules) used to score the items,
- anchor papers or examples of actual student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.
INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS
WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard usage (grammar) conventions is valued by schools and the larger community. This is why the Indiana Department of Education developed a writing assessment for ISTEP+. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessments developed for ISTEP+ are based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

• are given a writing prompt.
  The prompt describes what the students should write about. For example, in Grade 3 the students were asked to write a story about sending a gift in a sailing shoe to children across the sea.

• engage in pre-writing and drafting.
  Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.

• revise their writing.
  During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"

• edit their writing.
  The focus during the editing phase is on the correct use of grammar, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.

• complete a final draft.
  The final draft is the completed student response. Only this final draft is scored.

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.
A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on ISTEP+.

- **Writing Development Rubric**
  This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Development Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Elaborated Writing Development Rubric on pages 8 through 13.

- **Language-in-Use Rubric**
  This rubric assesses students' abilities to use grammar, punctuation, and capitalization. The Language-in-Use Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language-in-Use Rubric, see page 14.

In conjunction with the writing rubrics, anchor papers are used to score student writing. Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point. Anchor papers for Writing Development and Language-in-Use are shown on pages 19 through 27. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Development and one for Language-in-Use. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the best overall description of the performance. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Development and Language-in-Use scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.
RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

A  Blank/No response/Refusal
B  Illegible
C  Written predominantly in a language other than English
D  Insufficient response/Copied from text
E  Response not related to test question or scoring rule (ELA and Writing only)

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to make rubrics a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.
ENGLISH/LANGUAGE ARTS GRADE 3
ESSENTIAL SKILLS

- Use meaning (semantic), structural (syntactic), and sound (phonetic) clues to construct meaning (Construct Meaning)
- Elaborate on the literal meaning of written text (Elaborate on Meaning)
- Use the writing process—pre-writing, drafting, revising, and editing with an emphasis on content (Writing Development)
- Language-in-Use
  - Edit and proofread for selected punctuation and capitalization (Punct/Capitalize)
  - Edit and proofread for selected usage (Usage)
  - Categorize information logically (Categorize)
  - Make predictions from what is read (Make Predictions)
  - Determine the literal meaning of written text (Literal Meaning)
  - Read and interpret signs and symbols (Signs/Symbols)
  - Produce a variety of forms including picture books, stories, rhymes, and poems with emphasis on content*

*NOTE: Essential Skills marked with an asterisk are assessed in the classroom and not as a part of the ISTEP+ tests. The Writing Development and Language-in-Use Essential Skills are assessed in the applied skills section. The other Essential Skills are assessed in the basic skills section.
**OVERVIEW OF THE WRITING DEVELOPMENT RUBRIC**

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Elaborated Writing Development Rubric on pages 8 through 13. For information about the Language-in-Use Rubric, turn to page 14.

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Ideas and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Writer:</strong></td>
</tr>
<tr>
<td>6</td>
<td>• stays fully focused on topic</td>
</tr>
<tr>
<td></td>
<td>• includes thorough and complete ideas and information</td>
</tr>
<tr>
<td>5</td>
<td>• stays focused on topic</td>
</tr>
<tr>
<td></td>
<td>• includes many relevant ideas and information</td>
</tr>
<tr>
<td>4</td>
<td>• stays mostly focused on topic</td>
</tr>
<tr>
<td></td>
<td>• includes some relevant ideas and information</td>
</tr>
<tr>
<td>3</td>
<td>• stays somewhat focused on topic</td>
</tr>
<tr>
<td></td>
<td>• includes some relevant ideas and information</td>
</tr>
<tr>
<td>2</td>
<td>• exhibits less than minimal focus on topic</td>
</tr>
<tr>
<td></td>
<td>• includes few relevant ideas and little information</td>
</tr>
<tr>
<td>1</td>
<td>• has little or no focus on topic</td>
</tr>
<tr>
<td></td>
<td>• includes almost no relevant ideas and information</td>
</tr>
<tr>
<td>Organization</td>
<td>Style</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Writing:</td>
<td>Writer:</td>
</tr>
</tbody>
</table>
|   • has clear order | • exhibits exceptional word usage  
|               | • is fluent and easy to read  
|               | • displays a strong sense of audience |
|   • has clear order | • exhibits more than adequate word usage  
|               | • is fluent and easy to read  
|               | • displays a sense of audience |
|   • has order | • exhibits adequate word usage  
|               | • is readable  
|               | • displays some sense of audience |
|   • has some order | • exhibits minimal word usage  
|               | • is mostly readable  
|               | • displays little sense of audience |
|   • has little order | • exhibits less than minimal word usage  
|               | • is hard to read  
|               | • displays little sense of audience |
|   • has little or no order | • exhibits less than minimal word usage  
|                  | • is hard to read  
|                  | • displays little or no sense of audience |
Elaborated Writing Development Rubric
Grades 3–5

SCORE POINT 6

A 6-point paper is rare. It has a distinctive quality that sets it apart as an outstanding performance.

IDEAS AND CONTENT
Writer stays fully focused on topic.
• Writer stays on the topic.
• Writer does not ramble and repeat.
Writer includes thorough and complete ideas and information.
• Writer gives in-depth information and supporting details.
• Writer fully explores many facets of the topic.

ORGANIZATION
Writing has clear order.
• Writing follows a clear sequence with a beginning, a middle, and an end.
• Writing has a logical progression of main ideas and support.

STYLE
Writer exhibits exceptional word usage.
• Writer uses dynamic words; provides rich details, strong verbs, and/or vivid descriptions.
• Writer demonstrates control of a challenging vocabulary.
Writing is fluent and easy to read.
• Writing sounds natural.
• Writer uses varied sentence patterns.
• Writer may use complex sentence patterns.
Writer displays a strong sense of audience.
• Writer has a unique perspective; may be original, lively, authoritative, and/or interesting (i.e., has clear voice).
SCORE POINT 5

IDEAS AND CONTENT
Writer stays focused on topic.
- Writer stays on the topic.
- Writer very seldom rambles and repeats.
Writer includes many relevant ideas and information.
- Writer gives some in-depth information.
- Writer gives supporting details.
- Writer explores many facets of the topic.

ORGANIZATION
Writing has clear order.
- Writing follows a clear sequence with a beginning, a middle, and an end.
- Writing has a logical progression of main ideas and support.

STYLE
Writer exhibits more than adequate word usage.
- Writer uses dynamic words; uses vivid or challenging words.
Writing is fluent and easy to read.
- Writing sounds natural.
- Writer uses varied sentence patterns.
- Writer may use complex sentence patterns.
Writer displays a sense of audience.
- Writer may have a unique perspective; may be original, lively, authoritative, and/or interesting (i.e., has voice).
SCORE POINT 4

IDEAS AND CONTENT
Writer stays mostly focused on topic.
- Writer mostly stays on the topic, but may get distracted.
- Writer may ramble or repeat.
Writer includes some relevant ideas and information.
- Writer presents several related ideas.
- Writer may not fully develop details; may list ideas with some detail.

ORGANIZATION
Writing has order.
- Writing follows a sequence, but may show a lapse (i.e., may start out with clear beginning, but wanders; may be missing a beginning, but has a conclusion).
- Writing has a logical progression of main ideas and support, but may have lapses.

STYLE
Writer exhibits adequate word usage.
- Writer may use some vivid or challenging words, but mostly uses ordinary/common words.
Writing is readable.
- Writing flows naturally most of the time but may be choppy or repetitive; may have run-on sentences/fragments in spots.
- Writer may not vary sentence pattern.
- Writer may use complex sentence patterns.
Writer displays some sense of audience.
- Writer attempts to develop a unique perspective; may attempt to be original, authoritative, and/or interesting (i.e., has some voice).
SCORE POINT 3

IDEAS AND CONTENT
Writer stays somewhat focused on topic.
  • Writer stays minimally focused on topic.
  • Writer may get distracted; may have a lapse in focus.
  • Writer may ramble or repeat.
Writer includes some relevant ideas and information.
  • Writer provides minimal information; does not begin to exhaust the possibilities.
  • Writer gives minimal detail, but does not develop details.

ORGANIZATION
Writing has some order.
  • Writing shows minimal evidence of logical sequence (i.e., may be missing a beginning, a middle, or an end); reader has to fill in gaps in the sequence.

STYLE
Writer exhibits minimal word usage.
  • Writer uses ordinary/common words.
  • Writer shows minimal evidence of word choice.
Writing is mostly readable.
  • Writing may be difficult to follow in some sections.
  • Writing may be hard to understand; the connection of ideas and information may be unclear.
  • Writing lacks sentence variety.
Writer displays little sense of audience.
  • Writing may be repetitive, predictable, and/or dull (i.e., minimal voice).
SCORE POINT 2

IDEAS AND CONTENT
Writer exhibits less than minimal focus on topic.
  • Writer may get distracted, drift away from topic.
  • Writer may not develop topic.
Writer includes very few relevant ideas and little information.
  • Writer may have unfinished/fragmented ideas.
  • Writer may have only one or two bits of information.

ORGANIZATION
Writing has little order.
  • Writing shows little evidence of logical sequence (i.e., has no clear beginning, middle, or end).
  • Writing may have ideas that are not related to each other.

STYLE
Writer exhibits less than minimal word usage.
  • Writer uses ordinary/common words.
  • Writer shows no evidence of attention to word choice.
Writing is hard to read.
  • Writing may require the reader to fill in gaps or guess what the writer was trying to say.
  • Writing lacks sentence variety.
Writer displays little sense of audience.
  • Writer may produce a flat, lifeless text (i.e., has no voice).
SCORE POINT 1

IDEAS AND CONTENT
Writer has little or no focus on topic.
• Content may convey little meaning.
Writer includes almost no relevant ideas and information.
• Writer may not finish ideas.
• Writer is likely to be very brief.

ORGANIZATION
Writing has little or no order.
• Writing has no sequence of beginning, middle, or end.
• Writing may have ideas that are not related to each other.

STYLE
Writer exhibits less than minimal word usage.
• Writer uses a very limited and simple vocabulary.
Writing is hard to read.
• Sentence construction is frequently incorrect.
Writer displays little or no sense of audience.
• Writer may produce a flat, lifeless text (i.e., has no voice).
<table>
<thead>
<tr>
<th>Score</th>
<th>Writing exhibits a very good command of language skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>- Beginning capitalization has few or no errors.</td>
</tr>
<tr>
<td></td>
<td>- Capitalization of proper nouns has few or no errors.</td>
</tr>
<tr>
<td></td>
<td>- Ending punctuation has few or no errors.</td>
</tr>
<tr>
<td></td>
<td>- Subject and verb agreement has few or no errors.</td>
</tr>
<tr>
<td></td>
<td>- Writing has few or no run-on sentences or sentence fragments.</td>
</tr>
</tbody>
</table>

In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.

<table>
<thead>
<tr>
<th>Score</th>
<th>Writing exhibits an adequate command of language skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>- Most beginning capitalization is correct.</td>
</tr>
<tr>
<td></td>
<td>- Most proper nouns are capitalized correctly.</td>
</tr>
<tr>
<td></td>
<td>- Most sentences end with correct punctuation.</td>
</tr>
<tr>
<td></td>
<td>- Most sentences have correct subject and verb agreement.</td>
</tr>
<tr>
<td></td>
<td>- Writing may have run-on sentences or sentence fragments.</td>
</tr>
</tbody>
</table>

In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language-in-use errors.

<table>
<thead>
<tr>
<th>Score</th>
<th>Writing exhibits a minimal command of language skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>- Some beginning capitalization is correct.</td>
</tr>
<tr>
<td></td>
<td>- Some proper nouns are capitalized correctly.</td>
</tr>
<tr>
<td></td>
<td>- Some sentences end with correct punctuation.</td>
</tr>
<tr>
<td></td>
<td>- Some sentences have subject and verb agreement.</td>
</tr>
<tr>
<td></td>
<td>- Writing may have run-on sentences or sentence fragments.</td>
</tr>
</tbody>
</table>

In a Score Point 2 paper, errors are generally frequent and cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

<table>
<thead>
<tr>
<th>Score</th>
<th>Writing exhibits a less than adequate command of language skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Beginning capitalization has many errors.</td>
</tr>
<tr>
<td></td>
<td>- Writing has little or no evidence of capitalization of proper nouns.</td>
</tr>
<tr>
<td></td>
<td>- End punctuation is missing or incorrect.</td>
</tr>
<tr>
<td></td>
<td>- Writing has many errors in subject and verb agreement.</td>
</tr>
<tr>
<td></td>
<td>- Writing has run-on sentences or sentence fragments.</td>
</tr>
</tbody>
</table>

In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.
WRITING PROMPT AND
STUDENT ANCHOR PAPERS

The following section contains an overview of a writing prompt. It also includes samples of student anchor papers that meet the Writing Development and Language-in-Use rubric criteria for a particular score. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers in the Scoring Guide, actual names of people are replaced by initials. Similarly, actual places are replaced by generic designations (e.g., Anytown or Hometown).
Writing Prompt

Read this poem.

On This Day
by M. B. Goffstein

On this day
I’m going to pick
a big bouquet
and put it in my shoe
and let it sail away.
And when it gets
across the sea,
how amazed the children
there
will be.

NOTE: In Grade 3, the teacher reads aloud to the students all parts of the prompt, including the Pre-Writing Activity and all directions.

Pre-Writing Activity

These are statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

Pre-Writing Activity

• What will you put in the shoe?
• What happens when the shoe sails across the sea?
• Why are the children surprised?
• Be sure your story has a beginning, a middle, and an end.
• Use the boxes on the next page to help you plan your story.
• If you need more paper to plan your writing, ask your teacher.

Writing Prompt:
Use the Writing Process/Language-in-Use
Plan your writing.

BEGINNING OF MY STORY

MIDDLE OF MY STORY

END OF MY STORY

Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, punctuation, and capitalization.

**Editing Checklist**

1. Have you started each sentence with a capital letter?
2. Have you capitalized names of people and places?
3. Have you ended each sentence with the correct punctuation mark?
4. Does the subject of your sentence agree with the action word (verb)?
   
   Examples:  
   
   Tom plays at the park.  
   
   They play at the park.

5. Have you written complete sentences?

---

**Graphic Organizer**

Once students have thought about the requirements of the task, the graphic organizer helps organize their ideas logically. The graphic organizer is used only for Grade 3 and is not scored.

**Writing Icon and Editing Checklist**

The writing icon and the Editing Checklist remind students to use correct grammar, punctuation, and capitalization in their writing. The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.
Writing Development
Score Point 6
The following list describes a writing sample (shown on the next page) that earns a Score Point 6 using the ISTEP+ Elaborated Writing Development Rubric.
This sample
• stays fully focused on the task (i.e., tells a story of what is put into the shoe, describes the journey across the sea, and explains why the children who live across the sea are surprised).
• is a thorough and complete narrative, amply supported by relevant and telling details (i.e., Beanie babies come alive, make a motor and steering wheel, and try to steer out of the way of a ship; the shoe comes alive; they have a wild adventure on their way and receive crowns and coats when they reach their destination).
• is organized logically and sequentially, beginning with the beanie babies' coming alive, progressing through their cruise, and ending with their royal experiences upon arrival at the distant shore of the sea; there is a definite beginning, middle, and end, with smooth transitions throughout.
• concludes with lively and delightful anticipation of more adventures to come (e.g., “I wonder what we’re going to do tomorrow” said Princess).
• employs exceptional word usage (e.g., seaweed; cruising around the Red Sea; they had a blast; Uah-I-Umm-Uah; said Seaweed in a confused voice; limizeen [limousine]).
• flows, is easy to read, and contains effectively used narrative conventions.
• exhibits varied sentence patterns, including complex sentence structures (e.g., The beanie babies had their own royal beds with curtains around it including the shoe with little sheets the Queen sewed!).
• has a clear, unique, and lively voice.
NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare.

Language-in-Use
Score Point 4
The following list describes a writing sample (shown on the next page) that earns a Score Point 4 using the ISTEP+ Language-in-Use Rubric.
This sample
• begins all sentences with a capital letter.
• correctly capitalizes proper nouns except for unnecessary capitalization of Mother and Father in the context used.
• ends all sentences with the correct punctuation.
• exhibits a very good command of language skills (i.e., there are no grade-level errors).
• has correct subject and verb agreement.
• has no sentence fragments and one run-on sentence (e.g., “Yep that’s right that was a fun ride thanks” said the Shoe).
NOTE: Grade 3 students are not expected to know all the grammar conventions. They are assessed only on beginning capitalization, capitalization of proper nouns, end punctuation, subject and verb agreement, and sentence construction. They are not assessed for spelling.
Title: The Surprise

I'm going to put some beanie babies in my shoe for the children across the Red Sea. On the way the beanie babies come alive! They find some seaweed and fish bones on the way. They make a motor and steering wheel. Meanwhile ... a ship is heading straight towards the shoe. Bongo hits the go button right on time for the ship to hit them. Seaweed was busy chewing on the leftover seaweed. They were just cruising around on that Red Sea! They had a blast while they weren't around ... The WHALES favorite section!!! Then Princes, Bongo, Peace, Erin and Seaweed heard a little voice. It was the shoe!!! They were so surprised!!! They could barely talk!!

Uah-I-Umm-Uah "You're alive too" said Bongo. "Yep that's right that was a fun ride thanks" said the Shoe. Your-Your-Your Welcome said Seaweed in a confused voice. Finally they got across the sea. The 6 daughters of the King found them. Hannah got Bongo, Kelly got Seaweed, Ashley got Peace, Katie got Princess, Sarah got Erin, Grace got the Shoe. They went to show there

Mother and Father. They were very surprised. All off them got crowns and coats. Everywhere they went they would bring there toys in the limaizen!

It had a swimming pool, swing set, skating ring and an ice skating ring!!! It was wonderful!!! It wasn't even cold! (Only if you turn on the air.) It was time to say good-night. The beanie babies had there own royal beds with curtains around it including the shoe with little sheets the Queen sewed!

"I wonder what we're going to do tomorrow" said Princess.
Writing Development
Score Point 5
The following list describes a writing sample (shown on the next page) that earns a Score Point 5 using the ISTEP+ Elaborated Writing Development Rubric.

This sample
• stays focused on the task (i.e., tells a story about a shoe, filled with teeth, crossing the sea and what happens when the shoe is found).
• provides many relevant ideas (i.e., the shoe floated into the Black Sea where a whale ate it; the shoe floated into the whale's stomach and just sat there for an hour before being spit out; kids found the shoe, divided the teeth, put them under their pillows, and each received five dollars), but with fewer details and less development than would be found in a Score Point 6 paper.
• begins the first two sentences in the future tense rather than the past tense, but presents events logically and sequentially; there is, however, some over-reliance on the word then to move the narrative along.
• has a beginning (e.g., I will put [in] all my teeth that have fallen out), a middle, and an end (e.g., and they where [were] all happy), although the beginning and end are weaker than those found in a Score Point 6 paper.
• uses mostly common words, but does so effectively (e.g., all of a sudden; floated to the top; shot out of the whales [whale's] body; divided all the teeth).
• has one usage error (e.g., Shoe started the [to] move), but this is probably a first-draft* error; in addition, the first sentence is somewhat awkward.
• is easy to read.
• uses varied sentence patterns, including complex sentence structures (e.g., The whale thought it was food so he swam over and ate it).
• has a clear and interesting voice.

NOTE: A Score Point 5 paper may have many of the same characteristics as a Score Point 6 paper. The difference between a Score Point 6 paper and a Score Point 5 paper is often the degree of in-depth development and the use of supporting details.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Language-in-Use
Score Point 4
The following list describes a writing sample (shown on the next page) that earns a Score Point 4 using the ISTEP+ Language-in-Use Rubric.

This sample
• begins all sentences with a capital letter.
• ends all sentences with the correct punctuation.
• has correct subject and verb agreement.
• has no run-on sentences, although the eighth sentence in the first paragraph would be more proper if divided into two sentences.
Story

Title: The Sailing Shoe

I will put all my teeth that have fallen out. Then I will push it out into the sea. The shoe floated into the Black Sea. It sailed for days and days. Then one day a whale swam by. He saw the shoe. The whale thought it was food so he swam over and ate it. The shoe floated to the whale's stomach and just sat there for one whole hour then all of a sudden the shoe started the move. It floated to the top of the whale's stomach and started to move out the stomach.

All of a sudden it shot out of the whale's body, and landed on the water, and kept on floating. The shoe floated for three days. Then one day the shoe got stuck on something. Some kids ran up to the shoe and took out the teeth. They divided all the teeth out. Everyone got 5 teeth. Then that night all the children put there teeth under there pillows and the next morning they all had five dollars under their pillows, and they where all happy.
Writing Development
Score Point 4

The following list describes a writing sample (shown on the next page) that earns a Score Point 4 using the ISTEP+ Elaborated Writing Development Rubric.

This sample

- stays focused on the task (i.e., tells the story of a shoe that is sent to children who live across the sea).
- provides related ideas, but the relevant details are not as developed as in a Score Point 6 or Score Point 5 paper (i.e., the writer tells of putting snakes in the shoe, but does not describe them or tell what kind of snakes they are; the tidal wave made it [the shoe] go faster, but no further elaboration of the conditions is included).
- shows a logical sequence from beginning to end.
- has a perfunctory beginning (e.g., I put some snakes in my shoe and let my shoe sail to the children on the eather [other] side of the sea), and a clear ending (e.g., They put a letter in the shoe and thanked me for putting the snakes in the shoe).
- uses common words, but communicates with clarity; word usage is less sophisticated than in a Score Point 6 or Score Point 5 response.
- is readable, but has some gaps in the story (i.e., the shoe was almost there. Finally [Finally] it got there. What happened in-between being almost there and getting there? Also, how did the children get the snakes in a tank?).
- uses complex sentence patterns (e.g., The snakes got out and the children ran away but the snakes went after them real [really] fast).
- shows some sense of audience and voice (e.g., When it was sailing the shoe almost tiped [tipped] over and the snakes almost fell out but they didn’t).

NOTE: A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content. A Score Point 4 paper frequently has a list-like quality and does not have the clear organization of Score Point 6 and Score Point 5 papers.

Language-in-Use
Score Point 4

The following list describes a writing sample (shown on the next page) that earns a Score Point 4 using the ISTEP+ Language-in-Use Rubric.

This sample

- begins all sentences with a capital letter.
- has correct beginning capitalization.
- has correct ending punctuation.
- has correct subject and verb agreement.
- has no run-on sentences or sentence fragments.
I put some snakes in my shoe and let my shoe sail to the children on the eastern side of the sea.

When it was sailing the shoe almost tipped over and the snakes almost fell out but they didn't. There was a little wave but it just made it go faster. Finally the little wave went away and the shoe was almost there. Finally it got there. The children saw it and they dumped the water out. The snakes got out and the children ran away but the snakes went after them real fast. All of the kids got the snakes in a tank and kept them for a pet. They put a letter in the shoe and thanked me for putting the snakes in the shoe.
Writing Development
Score Point 3
The following list describes a writing sample (shown on the next page) that earns a Score Point 3 using the ISTEP+ Elaborated Writing Development Rubric.
This sample
• accomplishes the task (i.e., tells a story about sending a shoe filled with apples across the ocean).
• provides a few relevant ideas, but does not develop any of them (i.e., Why did the writer fill the shoe with apples, and who were the happy people across the ocean?).
• has some order, with logical sequence.
• has a rudimentary beginning (e.g., I ran To the bech won day and fond a sho [I ran to the beach one day and found a shoe]) and ending (e.g., an thats wy tha ru hapy [and that’s why they are happy]).
• is missing a middle (i.e., a description of events between the time the shoe was washed away by a big wave and when it was found).
• has minimal word usage; uses common words, with an over-reliance on the words and then.
• is mostly readable, but comprehension is negatively affected by the repetition of then.
• has little sense of audience.
NOTE: The word minimal is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while the Score Point 3 paper shows little or no development of ideas.

Language-in-Use
Score Point 3
The following list describes a writing sample (shown on the next page) that earns a Score Point 3 using the ISTEP+ Language-in-Use Rubric.
This sample
• has some missing capitalization at the beginning of sentences (e.g., ten [Then]).
• is missing some ending punctuation.
• has two verb errors (e.g., a big wave come [came]); I goed [went] home).
• has two run-on sentences in a relatively brief narrative.
NOTE: In a Score Point 3 paper, errors occur, but do not impede the flow of communication; the writer’s meaning is not seriously obscured by language-in-use errors.
Title: The Seling Show

I ran to the tech won day and fand a sho. And I gool

home and I got Sum apils and put tern in the sho.

ten a big wave come then it washt it awae Ten the

peapoll acros the ashin fand the sho with apils in in

on thats wy tha r.u. happy
Writing Development
Score Point 2
The following list describes a writing sample (shown below) that earns a Score Point 2 using the ISTEP+ Elaborated Writing Development Rubric.

This sample
• attempts to accomplish the task, but is initially flawed by the lack of any introduction; development is insufficient to provide sustained or meaningful focus.
• is developed only to the extent that it presents four ideas (e.g., the cat is black; the cat are in a Big, Shoe [The cat is in a big shoe]; The Shoe had A motr [The shoe had a motor]; They like It [it]).
• has little sense of order; there is no clear beginning, middle, or end, but rather a list of four separate statements.
• uses basic vocabulary with no evidence of attention to word choice.
• there is little sense of audience or voice.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the student's ability to communicate effectively and to develop the body of the writing.

Language-in-Use
Score Point 2
The following list describes a writing sample (shown below) that earns a Score Point 2 using the ISTEP+ Language-in-Use Rubric.

This sample
• begins two of the sentences with a capital letter.
• ends two of the sentences with the correct punctuation.
• has correct subject and verb agreement, except for the cat are [is] in a big shoe.
• has one run-on sentence in a very brief narrative.

Story

Title: ____________________________

the cat is black the cat are in a Big, Shoe.
The Shoe had A motr.
They like It
Writing Development
Score Point 1
The following list describes a writing sample (shown below) that earns a Score Point 1 using the ISTEP+ Elaborated Writing Development Rubric.
This sample
• has some focus on the task, but the content conveys little meaning (i.e., it is understood that the puppy will be put in the shoe, although there is no mention of the shoe or sailing it across the sea).
• includes almost no relevant ideas (e.g., flowers; puppy).
• is very brief (i.e., nine words in all).
• is too brief to determine logical order or sequence.
• uses limited vocabulary.
• displays little sense of audience.
NOTE: Score Point 1 is the lowest score point. It is important to note that even at this level, the student conveys some meaning. Problems with sentence construction and development of ideas may seriously compromise meaning.

Language-in-Use
Score Point 1
The following list describes a writing sample (shown below) that earns a Score Point 1 using the ISTEP+ Language-in-Use Rubric.
This sample
• has no capitalization, except for Day.
• has no punctuation.
• demonstrates some subject and verb agreement (e.g., i [I] put).
• consists of one partially-constructed sentence.
NOTE: In this typical Score Point 1 paper, errors are serious and numerous; the reader struggles to discern the writer's meaning. Problems with sentence structure make it difficult to determine what the writer is attempting to communicate.

Story
Title: on this Day flowers

i put pupprin it

1
INTRODUCTION TO THE MATHEMATICS PERFORMANCE ASSESSMENT

The performance assessment that students took this past fall in Grade 3 allowed them to demonstrate their understanding of mathematics in a variety of ways, such as using a ruler, using other manipulatives, explaining a solution, drawing a picture, or making a table or graph.

In Grade 3, the students completed a series of unrelated constructed-response items and one performance-assessment task.

STRUCTURE

The constructed-response items for Grade 3 Mathematics are contained in a single session and are organized as follows:

- Items 1 through 3 and 9 through 11 are constructed-response items that are not related to each other by topic. Each item consists of a single part.
- Items 4 through 8, all single part items, comprise a performance task. These four items are related to a single topic. The task includes an introductory narrative and/or graphic that sets the topic, with the items relating to this topic immediately following the narrative or graphic.

SCORING

Each constructed-response item is scored according to its own rubric. A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Each rubric for the Grade 3 ISTEP+ Fall 2000 test has a maximum possible score of one or two score points.

NOTE: Images of the items and student work have been reduced to fit the format of this guide. As a result, actual measures of items will not be reflected.
Rubrics describe the requirements for each score point level. The number of score point levels possible varies according to the requirements of each activity. The performance criteria (requirements) comprising the rubrics were established prior to testing to ensure that all responses are judged objectively.

1. Students should not be penalized for omitting the following
   - degree symbols
   - dollar signs ($) or cent signs (¢)
   - zeros for place holders; for example, either 0.75 or .750 could be used
   - labels for word problems; for example, miles

2. Students should not be penalized for
   - spelling or grammar errors
   - using abbreviations; for example, ft or feet could be used

3. Students should be given credit for
   - entries in work space that indicate understanding of a complete process even if the response on answer line is incorrect (the student would receive partial credit for items with rubrics that allow for scoring the work)
   - answers not written on answer line; for example, answer could be given in work space or in explanation (however, in some cases, because of the multiple calculations in the work space, placement of answer on the answer line is necessary to determine which result the student intended)

4. Graphs
   - Bar graphs may be horizontal or vertical.
   - The order in which the data in bar and circle graphs are shown is NOT important.
   - Line graphs are acceptable with or without lines connecting the points.
   - Any width of a bar in a bar graph is acceptable.

CONDITION CODES
If a response is unscorable, it is assigned one of the following condition codes:

A Blank/No response/Refusal
B Illegible
C Written predominantly in a language other than English
D Insufficient response/Copied from text
MATHEMATICS GRADE 3
ESSENTIAL SKILLS

- Develop problem-solving abilities (Problem Solving)*
- Communicate understanding of mathematics (Communication)*
- Develop reasoning skills (Reasoning)*
- Develop a sense of whole numbers (Whole Number Sense)
- Develop place-value concepts for whole numbers (Place Value)
- Develop a sense of fractions and decimals (Fraction and Decimal Sense)
- Develop computation and estimation skills for whole numbers (Whole Number Computation/Estimation)
- Recognize, describe, draw, classify, and compare geometric objects (Geometry)
- Develop spatial sense (Spatial Sense)
- Estimate and measure using standard and nonstandard units (Measurement)
- Use data analysis and probability to analyze given situations and outcomes of experiments (Probability and Statistics)

* NOTE: For ISTEP+ assessment purposes only, the Essential Skills marked with an asterisk have been combined into one category called Problem Solving/Communication/Reasoning.
Three Essential Skills—Problem Solving, Communication, and Reasoning—are identified as Process Skills in the Indiana Academic Standards. To ensure that the ISTEP+ items that assess these Process Skills are grade-appropriate and that the items use skills that are contained in the standards, these items are developed by also including one of the Content Skills (such as Place Value, Computation, or Geometry).

**NOTE:** For the Process Skill items, score points are awarded only for the Process Skills, not for the Content Skill associated with the item.

The Content Skill used for each of the Process Skill items in the Grade 3 Applied Skills Assessment is shown in the following chart.

<table>
<thead>
<tr>
<th>Item</th>
<th>Process Skill (score points awarded)</th>
<th>Content Skill (score points not awarded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>5</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Measurement and Estimation</td>
</tr>
<tr>
<td>6</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Whole Number Sense</td>
</tr>
<tr>
<td>9</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Computation and Estimation</td>
</tr>
<tr>
<td>10</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Measurement and Estimation</td>
</tr>
<tr>
<td>11</td>
<td>Problem Solving/Communication/Reasoning</td>
<td>Measurement and Estimation</td>
</tr>
</tbody>
</table>
Session 2—Item 1: Whole Number Sense

1. Draw a circle around each group of 5 ladybugs.

If one more group of 5 ladybugs were added, how many ladybugs would there be IN ALL?

Answer __________ ladybugs

Exemplary Response:
- Any 4 groups of 5 ladybugs circled

AND
- 25 ladybugs

Rubric:
- 2 points Exemplary response
- 1 point One correct component
- 0 points Other
**Session 2—Item 1**  
**Score Point 2**

This response matches the exemplary response contained in the rubric. The student correctly circles groups of 5 ladybugs and gives the correct answer of 25 ladybugs. The response receives a Score Point 2.

**SCORE POINT 2**

1. Draw a circle around each group of 5 ladybugs.

If one more group of 5 ladybugs were added, how many ladybugs would there be IN ALL?

Answer _______ ladybugs

---

**Session 2—Item 1**  
**Score Point 1**

This response shows groups of 5 ladybugs circled correctly, but the student does not give the correct answer of 25 ladybugs. Therefore, the response receives a Score Point 1.

**SCORE POINT 1**

1. Draw a circle around each group of 5 ladybugs.

If one more group of 5 ladybugs were added, how many ladybugs would there be IN ALL?

Answer _______ ladybugs
1. Draw a circle around each group of 5 ladybugs.

If one more group of 5 ladybugs were added, how many ladybugs would there be IN ALL?

Answer: 21 ladybugs

Session 2—Item 1
Score Point 0
This response shows incorrectly circled groups of ladybugs and an incorrect answer of 21 ladybugs. Therefore, the response receives a Score Point 0.
Session 2—Item 2: Place Value

Reggie is making brownies. He wants to find out how many chocolate chips are on the plate below. Draw a circle around each group of TEN chips.

Use your drawing to help you fill in the chart below.

Exemplary Response:
- Student circles 3 groups of 10 chips each, leaving 7 single chips

AND

- **NUMBER OF CHOCOLATE CHIPS**

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>37</td>
</tr>
</tbody>
</table>

Rubric:
- 2 points Exemplary response
- 1 point One correct component
- 0 points Other
Reggie is making brownies. He wants to find out how many chocolate chips are on the plate below. Draw a circle around each group of TEN chips.

Use your drawing to help you fill in the chart below.

<table>
<thead>
<tr>
<th>NUMBER OF CHOCOLATE CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Session 2—Item 2
Score Point 2
This response matches the exemplary response contained in the rubric. The student correctly circles groups of 10 chocolate chips and correctly completes the place-value chart. The response receives a Score Point 2.
Session 2—Item 2
Score Point 1
This response shows groups of 10 chocolate chips circled correctly, but the student does not complete the place-value chart correctly. Therefore, the response receives a Score Point 1.

Reggie is making brownies. He wants to find out how many chocolate chips are on the plate below. Draw a circle around each group of TEN chips.

Use your drawing to help you fill in the chart below.

<table>
<thead>
<tr>
<th>NUMBER OF CHOCOLATE CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Reggie is making brownies. He wants to find out how many chocolate chips are on the plate below. Draw a circle around each group of TEN chips.

Use your drawing to help you fill in the chart below.

<table>
<thead>
<tr>
<th>NUMBER OF CHOCOLATE CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
Use your punchout coins to solve this problem.

Micky has 85¢ to spend at the Snack Shop. Look at the sign below to see what Micky can buy.

Micky wants to spend ALL his money. What can Micky buy?

You MUST show your work.

Answer ________________________________

Exemplary Response:
- Candy bar and popcorn
  AND
- $0.60 \text{ (candy bar)} + 0.25 \text{ (popcorn)} = 0.85$ 

Rubric:
- **2 points** Exemplary response
- **1 point** Correct answer only
  OR
  Correct complete process; error in computation
- **0 points** Other
Use your punchout coins to solve this problem.

Micky has 85¢ to spend at the Snack Shop. Look at the sign below to see what Micky can buy.

Micky wants to spend ALL his money. What can Micky buy?

You MUST show your work.

Answer: A candy bar and popcorn

\[
\begin{align*}
60¢ + 25¢ &= 85¢ \\
+25¢ &= 85¢
\end{align*}
\]
This response shows an incorrect answer of popcorn and soda, but the student shows work demonstrating use of a correct complete process with an error in computation. Therefore, the response receives a Score Point 1.

**You MUST show your work.**

*Answer* Popcorn and Soda

\[
\begin{align*}
25 & + 10 \\
\hline
85
\end{align*}
\]
Bird Watching Field Trip

Students at Washington Elementary School went on a bird watching field trip. Answer Numbers 4 through 8 about the trip.
Session 2—Item 4: Measurement and Estimation

The clocks below show the time the bus trip began and the time the bus trip ended.

**BUS TRIP BEGAN**

**BUS TRIP ENDED**

How many minutes did the bus trip last?

*Answer __________ minutes*

Exemplary Response:

- 25 minutes

Rubric:

- 1 point Exemplary response
- 0 points Other
Session 2—Item 4
Score Point 1
This response matches the exemplary response contained in the rubric. The student gives the correct answer of 25 minutes. The response receives a Score Point 1.

<table>
<thead>
<tr>
<th>SCORE POINT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 The clocks below show the time the bus trip began and the time the bus trip ended.</td>
</tr>
<tr>
<td><img src="image_url" alt="Clocks" /></td>
</tr>
<tr>
<td>How many minutes did the bus trip last?</td>
</tr>
<tr>
<td>Answer 25 minutes</td>
</tr>
</tbody>
</table>

Session 2—Item 4
Score Point 0
The answer is incorrect. Therefore, the response receives a Score Point 0.

<table>
<thead>
<tr>
<th>SCORE POINT 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 The clocks below show the time the bus trip began and the time the bus trip ended.</td>
</tr>
<tr>
<td><img src="image_url" alt="Clocks" /></td>
</tr>
<tr>
<td>How many minutes did the bus trip last?</td>
</tr>
<tr>
<td>Answer 125 minutes</td>
</tr>
</tbody>
</table>
The thermometer below shows the temperature outside on the morning of the field trip.

What temperature does the thermometer show?

Answer ___________ degrees Fahrenheit (°F)

By 1:00 P.M., the temperature on the thermometer was 10°F higher. What was the temperature at 1:00 P.M.?

Answer ___________ degrees Fahrenheit (°F) at 1:00 P.M.

Exemplary Response:
- 65 degrees Fahrenheit (°F)
- 75 degrees Fahrenheit (°F)

Rubric:
- 2 points Exemplary response
- 1 point One correct component
- 0 points Other
Session 2—Item 5
Score Point 2

This response matches the exemplary response contained in the rubric. The student gives the correct answer of 65 degrees Fahrenheit, and a correct answer of 75 degrees Fahrenheit. The response receives a Score Point 2.

The thermometer below shows the temperature outside on the morning of the field trip.

What temperature does the thermometer show?

Answer 65 degrees Fahrenheit (°F)

By 1:00 P.M., the temperature on the thermometer was 10°F higher. What was the temperature at 1:00 P.M.?

Answer 75 degrees Fahrenheit (°F) at 1:00 P.M.
The thermometer below shows the temperature outside on the morning of the field trip.

What temperature does the thermometer show?

Answer _____ degrees Fahrenheit (°F)

By 1:00 P.M., the temperature on the thermometer was 10°F higher. What was the temperature at 1:00 P.M.?

Answer _____ degrees Fahrenheit (°F) at 1:00 P.M.
In this response, both answers are incorrect. Therefore, the response receives a Score Point 0.

The thermometer below shows the temperature outside on the morning of the field trip.

What temperature does the thermometer show?

*Answer: 45 degrees Fahrenheit (°F)*

By 1:00 P.M., the temperature on the thermometer was 10°F higher. What was the temperature at 1:00 P.M.?

*Answer: 65 degrees Fahrenheit (°F) at 1:00 P.M.*
Session 2—Item 6: Problem Solving/Communication/Reasoning

Some students watched a cardinal build a new nest. Each time she flew to the nest, she carried 2 twigs. The students watched her fly to the nest 7 times. How many twigs IN ALL did the students watch her carry to the nest?

You MUST show your work.

Answer ___________ twigs

Exemplary Response:
• $2 + 2 + 2 + 2 + 2 + 2 + 2$
OR
• $7 \times 2$
OR
• Other valid process
AND
• 14 twigs

Rubric:
2 points Exemplary response
1 point Correct answer only
OR
Correct complete process; error in computation
0 points Other
Session 2—Item 6

Score Point 2

This response matches the exemplary response contained in the rubric. The student gives the correct answer of 14 twigs and shows the correct work demonstrating the process used. The response receives a Score Point 2.

<table>
<thead>
<tr>
<th>SCORE POINT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>You MUST show your work.</td>
</tr>
<tr>
<td>[ 7 \times 2 = 14 ]</td>
</tr>
<tr>
<td>Answer [ 14 ] twigs</td>
</tr>
</tbody>
</table>

Score Point 1

This response shows an incorrect answer of 13 twigs, but the student shows work demonstrating a correct process. Therefore, the response receives a Score Point 1.

<table>
<thead>
<tr>
<th>SCORE POINT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>You MUST show your work.</td>
</tr>
<tr>
<td>[ 2 + 2 + 2 + 2 + 2 + 2 + 2 = 13 ]</td>
</tr>
<tr>
<td>Answer [ 13 ] twigs</td>
</tr>
</tbody>
</table>
Some students watched a cardinal build a new nest. Each time she flew to the nest, she carried 2 twigs. The students watched her fly to the nest 7 times. How many twigs in all did the students watch her carry to the nest?

You MUST show your work.  \[ 7 \times 2 = 9 \]

Answer 9 twigs
The class made this table to show the number and types of some birds seen during the field trip.

<table>
<thead>
<tr>
<th>Type of Bird</th>
<th>Number Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wren</td>
<td>7</td>
</tr>
<tr>
<td>Jay</td>
<td>5</td>
</tr>
<tr>
<td>Sparrow</td>
<td>10</td>
</tr>
<tr>
<td>Oriole</td>
<td>2</td>
</tr>
</tbody>
</table>

Another class will be taking the same field trip tomorrow. Which type of bird will they MOST LIKELY see more of during their trip?

Answer

Exemplary Response:

- Sparrow or S

Rubric:

1 point   Exemplary response
0 points  Other
The class made this table to show the number and types of some birds seen during the field trip.

### BIRDS SEEN

<table>
<thead>
<tr>
<th>Type of Bird</th>
<th>Number Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wren</td>
<td>7</td>
</tr>
<tr>
<td>Jay</td>
<td>5</td>
</tr>
<tr>
<td>Sparrow</td>
<td>10</td>
</tr>
<tr>
<td>Oriole</td>
<td>2</td>
</tr>
</tbody>
</table>

Another class will be taking the same field trip tomorrow. Which type of bird will they MOST LIKELY see more of during their trip?

*Answer* Sparrow

---

This response matches the exemplary response contained in the rubric. The student gives the correct answer of Sparrow. The response receives a **Score Point 1**.

---

The class made this table to show the number and types of some birds seen during the field trip.

### BIRDS SEEN

<table>
<thead>
<tr>
<th>Type of Bird</th>
<th>Number Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wren</td>
<td>7</td>
</tr>
<tr>
<td>Jay</td>
<td>5</td>
</tr>
<tr>
<td>Sparrow</td>
<td>10</td>
</tr>
<tr>
<td>Oriole</td>
<td>2</td>
</tr>
</tbody>
</table>

Another class will be taking the same field trip tomorrow. Which type of bird will they MOST LIKELY see more of during their trip?

*Answer* Jay

---

This response shows an incorrect answer. Therefore, the response receives a **Score Point 0**.
Session 2—Item 8: Measurement and Estimation

After the field trip, Richard decided to build a birdhouse in his back yard. He needed 5 FEET of wood to make the birdhouse. Richard's dad bought 2 YARDS of wood. Do they have enough wood to make the birdhouse?

Tell how you know.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Richard wants to tie a short ribbon to his birdhouse. Circle the SHORTEST length of ribbon below.

9-foot ribbon 9-inch ribbon 9-yard ribbon

Exemplary Response:

Explanation equivalent to:
• 2 yards equals 6 feet, so they would have 1 foot left over

OR
• 5 feet equals 1 yard and 2 feet, so 2 yards would be more than enough

OR
• Other valid explanation

AND
• 9-inch ribbon circled

Rubric:
2 points Exemplary response
1 point One correct component
0 points Other
After the field trip, Richard decided to build a birdhouse in his back yard. He needed 5 FEET of wood to make the birdhouse. Richard's dad bought 2 YARDS of wood. Do they have enough wood to make the birdhouse?

Tell how you know.

Yes, because 1 yard equals 3 feet and if they have two they have six and six is more than five.

Richard wants to tie a short ribbon to his birdhouse. Circle the SHORTEST length of ribbon below.

9-foot ribbon 9-inch ribbon 9-yard ribbon

Session 2—Item 8
Score Point 2
This response matches the exemplary response contained in the rubric. The student gives a correct explanation and circles the correct answer of 9-inch ribbon. The response receives a Score Point 2.
This response shows an incorrect explanation, but the student circles the correct answer of 9-inch ribbon. Therefore, the response receives a Score Point 1.

Score Point 1

8 After the field trip, Richard decided to build a birdhouse in his back yard. He needed 5 FEET of wood to make the birdhouse. Richard’s dad bought 2 YARDS of wood. Do they have enough wood to make the birdhouse?

Tell how you know.

Yes! because a yard is longer than 5 feet.

Richard wants to tie a short ribbon to his birdhouse. Circle the SHORTEST length of ribbon below.

9-foot ribbon 9-inch ribbon 9-yard ribbon
After the field trip, Richard decided to build a birdhouse in his back yard. He needed 5 FEET of wood to make the birdhouse. Richard's dad bought 2 YARDS of wood. Do they have enough wood to make the birdhouse?

Tell how you know.

*NO they need three more yards to make a birdhouse.*

Richard wants to tie a short ribbon to his birdhouse. Circle the SHORTEST length of ribbon below.

9-inch ribbon 9-yard ribbon
Use the clues below to find how many ladybugs Jeff saw.
- Annie saw 14 ladybugs.
- Ben saw 2 MORE ladybugs than Annie saw.
- Jeff saw more ladybugs than Annie, but FEWER than Ben.

How many ladybugs did Jeff see?

**Exemplary Response:**
- \(14 + 2 = 16\)
- \(16 - 1 = 15\)

OR

OR
- Other valid response

**Rubric:**

- **2 points**  Exemplary response
- **1 point**  Correct answer only
- **0 points**  Other

**Answer**  

________ ladybugs
Use the clues below to find how many ladybugs Jeff saw.
• Annie saw 14 ladybugs.
• Ben saw 2 MORE ladybugs than Annie saw.
• Jeff saw more ladybugs than Annie, but FEWER than Ben.

How many ladybugs did Jeff see?

You MUST show your work.

\[ \begin{align*}
14 & \quad \text{Annie} \\
16 & \quad \text{Ben} \\
15 & \quad \text{Jeff}
\end{align*} \]

Answer \[ 15 \] ladybugs

Score Point 2

This response matches the exemplary response contained in the rubric. The student gives the correct answer of 15 ladybugs and shows the correct work demonstrating the process used. The response receives a Score Point 2.

Score Point 1

This response shows a correct answer of 15 ladybugs, but the student's work does not demonstrate a correct process. Therefore, the response receives a Score Point 1.
Use the clues below to find how many ladybugs Jeff saw.

- Annie saw 14 ladybugs.
- Ben saw 2 MORE ladybugs than Annie saw.
- Jeff saw more ladybugs than Annie, but FEWER than Ben.

How many ladybugs did Jeff see?

You MUST show your work.

\[
\begin{align*}
14 + 2 &= 16 \\
16 + 1 &= 17 \\
17 + 20 &= 37
\end{align*}
\]

Answer \(20\) ladybugs
Session 2—Item 10: Problem Solving/Communication/Reasoning

10  Use your orange punchout shape to solve this problem.

ESTIMATE how many ladybugs in one line can fit on this blade of grass.

You MUST show your work.

Answer __________ ladybugs

Exemplary Response:

- Grass is about 4 squares tall.
  \[ 5 + 5 + 5 + 5 \]
  OR
- Other valid process
  AND
- 20
  OR
- Any answer in the range of 17 to 22

Rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Exemplary response</td>
</tr>
<tr>
<td>1</td>
<td>Correct answer only</td>
</tr>
<tr>
<td></td>
<td>OR Correct complete process;</td>
</tr>
<tr>
<td></td>
<td>error in computation</td>
</tr>
<tr>
<td>0</td>
<td>Other</td>
</tr>
</tbody>
</table>

63
Session 2—Item 10
Score Point 2

This response matches the exemplary response contained in the rubric. The student gives the correct answer of 20 ladybugs and shows the correct work demonstrating the process used. The response receives a Score Point 2.

SCORE POINT 2

10 □ Use your orange punchout shape □ to solve this problem.

ESTIMATE how many ladybugs in one line can fit on this blade of grass.

You MUST show your work.

I made some circles on grass.

Answer 20 ladybugs
Use your orange punchout shape to solve this problem.

ESTIMATE how many ladybugs in one line can fit on this blade of grass.

You MUST show your work.

I made lines

Answer 25 ladybugs
Session 2—Item 10
Score Point 0

This response shows an incorrect answer of 16 ladybugs and shows work demonstrating an incorrect process. Therefore, the response receives a Score Point 0.

<table>
<thead>
<tr>
<th>SCORE POINT 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

ESTIMATE how many ladybugs in one line can fit on this blade of grass.

You MUST show your work.

Answer: 16 ladybugs

6 ladybugs + 10 ladybugs
= 16 ladybugs
Session 2—Item 11: Problem Solving/Communication/Reasoning

11 📚 Use your punchout coins to solve this problem.

Laura found 3 coins in her backpack. Two of the coins are the same and one is different. What is the LEAST amount of money the 3 coins can add up to?

You MUST show your work.

Answer ___________ ℒ

Exemplary Response:

• $1\ell + 1\ell + 5\ell$

OR

• Other valid process

AND

• $7\ell$

Rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Exemplary response</td>
</tr>
<tr>
<td>1</td>
<td>Correct answer only</td>
</tr>
<tr>
<td>0</td>
<td>Other</td>
</tr>
</tbody>
</table>

Or

Correct complete process; error in computation