



## Q & A— 2009 Grades 3–5 Mathematics Tests

### Global clarification

**Q: At times, a student will show two or more separate bodies of work, one which is incorrect and one which is correct or appropriate, but does not cross out either body of work. Which body of work do we evaluate?**

**A:** If both correct and incorrect procedures are demonstrated within a “show your work” item, evaluate only the body of work that leads to the answer on the answer line. This body of work includes all work associated with the procedure leading to the final answer, including any check on the final answer.

**Q: If there is no area provided for the student to “show your work” can we look at or score any work shown on the paper?**

**A:** No. If the question does not require the student to show his/her work, you cannot score any work on the paper other than the results written by the student, as stated in Scoring Policy #1.

### Grade 3

#### 3MA-VOL 1

**Item #26**

**Page 10**

**Q: If the student provides more than one correct procedure but one of those procedures has an incorrect mathematical statement, should the student receive full credit?**

**A:** No. All work that leads to the answer must have correct mathematical statements.

**Item #31**  
**Pages 50–51**

**Q: Should the student receive credit if only the label is correct?**

**A:** No. There is no credit given if the label is the only correct response on the paper. Although the label may be correct, it is by itself insufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task.

**3MA-VOL 2**

**Item #27**  
**Practice Set #9, Page 9**

**Q: Should the student receive full credit if there is more than one process shown and the correct process is crossed out?**

**A:** No. Per Scoring Policy #6, if the student has written more than one response but has crossed some out, teachers should score only the response that has not been crossed out.

**Item #29**  
**Practice Set #20, Page 20**

**Q: Why does this response not receive a score point 2 even though the final calculation (bridging step) is missing, since this is allowed per Scoring Policy #14?**

**A:** The student has not shown any calculations. The student has only shown the number of hats.

## Grade 4

### 4MA-VOL 2

#### **Item #44**

**Pages 45–46**

**Q: Should partial credit be awarded if the student uses a sound multiplication procedure, but uses the wrong conversion factor in the 1<sup>st</sup> step?**

**A:** Yes. Partial credit should be awarded only if the student continues the process of adding the additional 4 inches. (See Guide Paper on page 45.) If the student does not proceed to add the additional 4 inches, there is no credit given. (See Guide Paper on page 46 for comparison.)

### 4MA-VOL 3

#### **Item #33**

**Practice Set #12, Page 12**

**Q-1: Does a bridging step need to be shown for this item?**

**A-1:** No. Item 33 is a one-step procedure requiring the student to divide 72 students evenly among 6 tables and put the answer on the answer line.

**Q-2: Is the grouping shown on Practice Set #12 adequate?**

**A-2:** Yes. The student groups 6 students at 6 tables and counts 36, and then doubles the number of students at each table to reach the total of 72 students.

#### **Item #40**

**Practice Set #47, Page 52**

**Q: Should the response receive full credit if the work shown contains both an incorrect procedure and a correct procedure?**

**A:** Yes, but only if the work demonstrating the correct procedure leads to the correct answer and that answer is placed on the answer line.

**Item #43**  
**Practice Set #64, Page 69**

**Q: Does the extra 5 written in the first number sentence make it incorrect?**

**A:** Yes. It was scored as  $5 = 3 + 25$ . The student wrote an incorrect mathematical statement.

**Item #46**  
**Practice Set #80, Page 85**

**Q: Is the incorrect column header of “Car Wash” considered a conceptual error?**

**A:** Yes. The incorrect header could be considered a conceptual error.

**Grade 5**

**5MA-VOL 1**

**Item #27**  
**Page 5**

**Q: If the only calculation in the “show your work” area is one given angle measure subtracted from 180 degrees, should the student receive partial credit?**

**A:** No. The subtraction of one given angle measure from 180 degrees is not sufficient to demonstrate a partial understanding of the task. No credit can be given to this response.

**Item #29**  
**Page 23**

**Q1: If a student has the incorrect measurement in Part A, but in Part B draws an angle that is twice the measure of the answer provided in Part A, within the acceptable range of plus or minus 5 degrees, should credit be awarded for Part B?**

**A1:** Yes.

**Q2: If a student has the incorrect measurement for the answer in Part A, but has drawn an angle between 135 and 145 degrees, should partial credit be awarded?**

**A2:** Yes.

**Page 27**  
(Also in Volume 2, page 11)

**Clarification of the Audio**

The audio states “the angle drawn in Part B is not within the range of plus or minus 5 degrees of the angle given in Part A.”

**Clarification:** The angle drawn in Part B is not within the range of plus or minus 5 degrees of **two times** the angle given in Part A.

**Item #30**  
**Page 32**

**Q: If a student draws one correct figure in the repeating pattern, should partial credit be awarded?**

**A:** No. Drawing only one correct figure is insufficient to demonstrate even a partial understanding of the mathematical concepts embodied in the task.

**Item #32**  
**Page 52**

**Q: In Part A, does the student have to write the length in ascending or descending order?**

**A:** The numbers do not necessarily have to be in a particular order. For Part B, however, they must be in the order from least to greatest, as specified in the question.

**Page 60**

**Clarification of the Audio**

The audio states that “answers in both Part A and Part B are correct.”

**Clarification:** The student’s answers in Part A are incorrect; only the student’s answers in Part B are correct.

**Item #33**  
**Pages 74–75**

**Q: If a student has a correct answer for Part A but provides an incorrect explanation for Part B based on the pattern in the graph, should the student receive full credit for the response?**

**A:** No. If only the answer in Part A is correct, and an explanation in Part B is based on the pattern of the bar graph, it is considered a conceptual error and should be awarded only a score point 1.

**5MA-VOL 2**

**Item #30**

**Clarification of the Audio**

**Page 17**

The audio states that “the only two figures provided are incorrect, so this response gets a score point of 0”

**Clarification:** Only one figure provided by the student is correct.

**Item #31**

**Clarification of the Audio**

**Page 22**

The audio states that the student’s response in Part B “satisfies only two properties.”

**Clarification:** The student’s response in Part B satisfies the first three properties but does not satisfy the fourth.

**Item #33**

**Pages 44–45**

**Q: Please provide clarification on Practice Set #35, A–B.**

A: In explanation, the student is talking about the trend. It is quite clear that the student understands the concept. Therefore, this paper is a score point 3.

Thank you for your attention to the scoring of the Grades 3–5 Mathematics Tests.