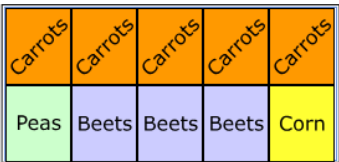


Released Items Answer and Alignment Document

Mathematics – Grade 4

Spring 2019

Item Number	Entity ID	Answer Key	Evidence Statement Key
1.	0217-M00823P	Part A: B Part B: See Rubric Part C: See Rubric	4.D.2
2.	M03302	A, C, D, E	4.NF.1-2
3.	M01103	D	4.NBT.2
4.	M400293	Part A: C Part B: See Rubric	4.C.4-2
5.	M400122	10	4.NBT.1
6.	M20627	B	4.NF.4c
7.	0118-M00640P	Part A: A Part B: D	4.NF.A.Int.1
8.	M400484	78, 79, 80, 81, or 82	4.MD.6
9.	0216-M00278	Part A: Community Garden  Part B: See Rubric	4.D.1
10.	M400439D	Part A: Divide the segment of the number line between 0 and 1 into <input type="text" value="8"/> equal parts. Starting at 0, shade the first <input type="text" value="3"/> part(s). Then shade the next <input type="text" value="2"/> parts to show the sum $\frac{3}{8} + \frac{2}{8}$. Part B: See Rubric	4.C.7-3
11.	M400542	A	4.OA.5
12.	M00928	B, E	4.G.3
13.	0233-M01161	Part A: See Rubric	4.C.5-6

		Part B: See Rubric	
14.	M03537	120	4.MD.5
15.	VH006692	B, E	4.NF.4a
16.	M03056	B, C	4.OA.1-1

#1 0217-M00823P Rubric Part B

Score	Description
2	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid explanation of how to select the graph where the number of minutes that Tom read should be ○ Valid explanation of how to select the graph where the number of minutes that Darnel read should be <p>Sample Student Response:</p> <p>The number of minutes Tom read was 37 and since the graph was counting by 2, I had to find the numbers before and after 37, which is 36 and 38; therefore I knew I had to select between the two numbers to graph the number 37 for Tom.</p> <p>The number of minutes Darnel read was 31 and since the graph was counting by 2, I had to find the numbers before and after 31, which is 30 and 32; therefore I knew I had to select between the two numbers to graph the number 31 for Darnel.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#1 0217-M00823P Rubric Part C

Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct number of minutes, 13

	<ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid work shown to find minutes read by each pair ○ Valid work shown to find the difference in minutes <p>Sample Student Response:</p> <p>It took Marcy and Tom 72 minutes. $35 + 37 = 72$</p> <p>It took Jennifer and Darnel 59 minutes. $28 + 31 = 59$</p> <p>Marcy and Tom read 13 minutes longer than Jennifer and Darnel. $72 - 59 = 13$</p> <p>Or other valid response.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	The response is incorrect or irrelevant.

#4 M400293 Rubric Part B

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning components = 2 points <ul style="list-style-type: none"> ○ Valid explanation of how to use the three shapes to represent $\frac{7}{5}$ with valid reason of why the explanation is correct ○ Valid explanation with example of how to decompose $\frac{7}{5}$ into the sum of two fractions and how the shapes would be shaded <p>Sample Student Response:</p> <p>Shade all of the first shape because there are 5 parts, 1 part of the second shape, and 1 part of the third shape. This is correct because all the shapes are divided into 5 parts and the number of shaded parts is 7, which equals $\frac{7}{5}$.</p> <p>To decompose $\frac{7}{5}$ into the sum of 2 fractions, any combination of 2 fractions that equals $\frac{7}{5}$ will work. An example is $\frac{2}{5} + \frac{5}{5} = \frac{7}{5}$. In this</p>

	case, one shape would have 2 parts shaded and the other shape would have all 5 parts shaded. Or other valid response.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#9 0216-M00278 Rubric Part B

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct fraction for beets, $\frac{3}{10}$ • Modeling component = 1 point <ul style="list-style-type: none"> ○ Valid work or explanation for how the fraction of beets was determined <p>Student sample response:</p> <p>$\frac{3}{10}$ of the garden is planted in beets because $\frac{10}{10} - \frac{5}{10} - \frac{1}{10} = \frac{4}{10}$.</p> <p>$\frac{3}{10}$ of the garden is planted in beets because there are more beets than corn planted.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#10 M400439D Rubric Part B

Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point: <ul style="list-style-type: none"> ○ Valid explanation why the segment of the number line between 0 and 1 needs to be divided into 10 equal parts

	<ul style="list-style-type: none"> • Reasoning component = 1 point: <ul style="list-style-type: none"> ○ Valid description of each of the remaining steps needed to model the expression • Computation component = 1 point: <ul style="list-style-type: none"> ○ Correct value of the expression, $\frac{4}{10}$ or equivalent <p>Student Sample Response:</p> <p>The segment of the number line between 0 and 1 should be divided into 10 equal parts because the denominators in the expression are 10. Starting at zero, shade the first 7 parts. Then, erase 3 of those parts to show the difference.</p> <p>$\frac{4}{10}$ is the value of the expression.</p> <p>Or other valid response.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	The response is incorrect or irrelevant.

#13 0233-M01161 Rubric Part A

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation of Joan’s mistake • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct area, 21 square feet <p>Sample Student Response:</p> <p>Joan found the perimeter of the rectangle instead of the area. The correct area is 21 square feet.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	The response is incorrect or irrelevant.

#13 0233-M01161 Rubric Part B

Score	Description
2	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none">• Reasoning component = 1 point<ul style="list-style-type: none">○ Valid explanation for finding the area• Computation component = 1 point<ul style="list-style-type: none">○ Correct area for combined figure, 37 square feet <p>Sample Student Response:</p> <p>To find the area Andy should add the area of Figure K to the area of Figure M because when you combine the areas of two figures into a larger figure, you are adding the areas to each other, not multiplying them. So, Andy should add 16 square feet to the area of Figure K, which is 21 square feet, which would total 37 square feet.</p> <p>Or other valid response.</p>
1	Student response includes 1 of the 2 elements.
0	The response is incorrect or irrelevant.