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Guide Content

The California Alternate Assessment Mathematics Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tier levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate Mathematics Assessment.
# Grade Three Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Measurement &amp; Data</td>
<td>3.DPS.1g1 Collect data, organize into picture or bar graph.</td>
<td>1</td>
</tr>
</tbody>
</table>

## Look at this table.

### Favorite Book Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
</tbody>
</table>

## Part A

**Which graph matches the table?**

**A**

![Bar Graph A]

**B**

![Bar Graph B]

## Part B

**Which subject was chosen the most?**

**A** Animals

**B** Science

**Key:** B, A

**Rubric:**

- (2 points) The student selects the two correct responses.
- (1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>Geometry</td>
<td>3.GM.1i1 Partition rectangles into equal parts with equal area.</td>
<td>2</td>
</tr>
</tbody>
</table>

Which rectangle is divided into equal parts?

Key: See exemplar.

Exemplar:

Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>Measurement &amp; Data</td>
<td>3.DPS.1g1 Collect data, organize into picture or bar graph.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Look at this table.**

<table>
<thead>
<tr>
<th>Animals</th>
<th>Number of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>8</td>
</tr>
<tr>
<td>Fish</td>
<td>4</td>
</tr>
<tr>
<td>Monkeys</td>
<td>3</td>
</tr>
<tr>
<td>Giraffes</td>
<td>6</td>
</tr>
</tbody>
</table>

**Use the information from the table to complete the graph.**

**Key:** 8, 6

**Exemplar:**

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>Operations &amp; Algebraic Thinking</td>
<td>3.NO.2e1 Solve or solve and check one or two-step word problems requiring addition, subtraction or multiplication with answers up to 100.</td>
<td>1</td>
</tr>
</tbody>
</table>

There are 3 students. A teacher gave each student 4 markers.

Which picture shows how many markers the teacher gave the students?

Part B

What is another way to show how many markers the teacher gave the students?

A 4 + 3
B 4 + 4 + 4

Key: 1, B
Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
### Choose the symbol that makes the sentence correct.

![Pie charts comparing fractions](image)

\[
\frac{3}{6} \quad \square \quad \frac{2}{6}
\]

- **A** \(<
- **B** \(=
- **C** \(>

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
### Item 6

**Grade:** 3  
**Category:** Geometry  
**Connector:** 3.GM.11 Partition rectangles into equal parts with equal area.  
**Tier:** 3

**Which rectangle is divided into equal parts? Choose the correct rectangle.**

![Rectangles](image)

**Key:** See exemplar.  
**Exemplar:**

![Rectangles](image)

**Rubric:** (1 point) The student selects the correct response.
### Item 7

**Grade:** 3  
**Category:** Measurement & Data  
**Connector:** 3.ME.1d2 Measure area of rectangular figures by counting squares.  
**Tier:** 2

#### Which rectangle has an area of 16 square units?

(A)  
(B)  
(C)

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td>Operations &amp; Algebraic Thinking</td>
<td>3.NO.2e1 Solve or solve and check one or two-step word problems requiring addition, subtraction or multiplication with answers up to 100.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Part A**

How many books were chosen altogether?

- A 5
- B 7
- C 10

**Part B**

The students have 20 minutes to choose books and 10 minutes for story time. How much time is that altogether?

- A 30 minutes
- B 35 minutes
- C 40 minutes

**Key:** C, A

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
What is $5 \times 3$?

A 8
B 10
C 15

Key: C
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3</td>
<td>Number &amp; Operations—Fractions</td>
<td>3.NO.113 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part A**

**Which circle shows 2 parts shaded?**

A

![Circle A](image1)

B

![Circle B](image2)

**Part B**

**How many parts are shaded in this circle?**

A 1

B 3

**Key:** A, A  
**Rubric:**  
(2 points) The student selects the two correct responses.  
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>3</td>
<td>Number &amp; Operations—Fractions</td>
<td>3.SE.1g1 Use =, &lt;, or &gt; to compare two fractions with the same numerator or denominator.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Which number sentence is true?**

A. \( \frac{3}{6} < \frac{4}{6} \)

B. \( \frac{3}{6} = \frac{4}{6} \)

C. \( \frac{3}{6} > \frac{4}{6} \)

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>3</td>
<td>Number &amp; Operations—Fractions</td>
<td>3.SE.1g1 Use =, &lt;, or &gt; to compare two fractions with the same numerator or denominator.</td>
<td>1</td>
</tr>
</tbody>
</table>

This circle is shaded $\frac{2}{4}$.

Which circle is shaded more than $\frac{2}{4}$?

- A
  - $\frac{1}{4}$
- B
  - $\frac{3}{4}$

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
### Item 13

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>3</td>
<td>Measurement &amp; Data</td>
<td>3.DPS.1g1 Collect data, organize into picture or bar graph.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Look at this list.**

- Carrots – 5
- Peppers – 7
- Tomatoes – 10
- Turnips – 2

**Vegetables in the Classroom Garden**

**Use the information from the list to complete the graph.**

**Key:** 10, 2

**Exemplar:**

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3</td>
<td>Geometry</td>
<td>3.GM.1.1 Partition rectangles into equal parts with equal area.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Which rectangle is divided into 4 equal parts?**

A

B

C

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>3</td>
<td>Number &amp; Operations—Fractions</td>
<td>3.NO.113 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).</td>
<td>2</td>
</tr>
</tbody>
</table>

**Look at the place value chart.**

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What is 38 rounded to the nearest ten?**

- A. 10
- B. 30
- C. 40

**Key:** C

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>3</td>
<td>Operations &amp; Algebraic Thinking</td>
<td>3.NO.2d3 Solve multiplication problems with neither number greater than 5.</td>
<td>3</td>
</tr>
</tbody>
</table>

**What is $5 \times 5$?**

A 10  
B 15  
C 25

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
Grade Three Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>3</td>
<td>Operations &amp; Algebraic Thinking</td>
<td>3.PRF.2d1 Identify multiplication patterns in a real world setting.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which picture shows a pattern?**

A

![Pattern A](image1)

B

![Pattern B](image2)

Key: A

Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>3</td>
<td>Number &amp; Operations—Fractions</td>
<td>3.NO.1I3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).</td>
<td>1</td>
</tr>
</tbody>
</table>

**Look at the square.**

**Part A**

*How many equal parts is the square divided into?*

- A: 4
- B: 5

**Part B**

*How many parts of the square are shaded?*

- A: 2
- B: 3

**Key:** A, A

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
Which figure has an area of 5 square units?

A

B

C

Key: C
Rubric: (1 point) The student selects the correct response.
Look at the table.

<table>
<thead>
<tr>
<th>Starting Number</th>
<th>Ending Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

What rule does the pattern follow?

- add 5
- add 6
- multiply by 6

Key: C

Rubric: (1 point) The student selects the correct response.
### Item 21

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>3</td>
<td>Number &amp; Operations—</td>
<td>3.NO.1i3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths).</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fractions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Part A

**Which fraction matches the picture?**

![Pie chart with colored sections](image)

- A. \( \frac{2}{8} \)
- B. \( \frac{3}{8} \)
- C. \( \frac{5}{8} \)

#### Part B

**Which fraction matches the picture?**

![Pie chart with colored sections](image)

- A. \( \frac{1}{3} \)
- B. \( \frac{2}{3} \)
- C. \( \frac{3}{3} \)

### Key: B, A

### Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
### Item 22

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>3</td>
<td>Measurement &amp; Data</td>
<td>3.ME.1d2 Measure area of rectangular figures by counting squares.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which rectangle has the area shaded?**

- ![Rectangle 1](image1.png)
- ![Rectangle 2](image2.png)

**Key:** See exemplar.

**Exemplar:**

- ![Exemplar Rectangle 1](image3.png)
- ![Exemplar Rectangle 2](image4.png)

**Rubric:** (1 point) The student selects the correct response.
Item | Grade | Category | Connector | Tier
---|---|---|---|---
23 | 3 | Number & Operations—Fractions | 3.NO.113 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, and thirds, eighths). | 3

**Look at this figure.**

[Image of a figure with shaded and unshaded parts]

**Part A**

What fraction of the figure is shaded?

- $\frac{2}{6}$
- $\frac{2}{4}$
- $\frac{4}{6}$

**Part B**

What fraction of the figure is white?

- $\frac{2}{6}$
- $\frac{2}{4}$
- $\frac{4}{6}$

**Key:** See exemplar.

**Exemplar:**

- $\frac{2}{6}$
- $\frac{2}{4}$
- $\frac{4}{6}$

- $\frac{2}{6}$
- $\frac{2}{4}$
- $\frac{4}{6}$

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The table below shows numbers of packages and numbers of toothbrushes.

<table>
<thead>
<tr>
<th>Number of Packages</th>
<th>Total Number of Toothbrushes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

What is the total number of toothbrushes in 4 packages?

☐ toothbrushes

Key: 20
Rubric: (1 point) The student enters the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>3</td>
<td>Number &amp; Operations in Base Ten</td>
<td>3.NO.2c1 Solve multi-step addition and subtraction problems up to 100.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Key:** See exemplar.

**Exemplar:**

- Part A
  - How many crayons do Jane and Mike have altogether?
  - 3 9

- Part B
  - Mike has 3 crayons.
  - If Mike gets 2 more crayons, how many will he have?
  - 5 6

**Rubric:**

- (2 points) The student selects the two correct responses.
- (1 point) The student selects one of the correct responses, but not both.