



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2005**

**Grade 3  
Mathematics**

**NECAP 2005 RELEASED ITEMS  
GRADE 3 MATHEMATICS**

- 11 Jamal made this chart to show how many cans he collected each month.

**Jamal's Can Collection**

<b>Month</b>	<b>Cans Collected</b>
March	185
April	189
May	182

List the months in order from the **most** cans collected to the **fewest** cans collected.

\_\_\_\_\_

**Most**

\_\_\_\_\_

**Fewest**

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>1</b>	Student correctly lists the months in order from most to fewest cans collected by writing either the months or the number of cans collected.
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	no response

**Training Notes:**

Correct answer: April, March, May OR 189, 185, 182

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SCORE POINT 1 (EXAMPLE A)

<u>April</u> Most	<u>March</u>	<u>May</u> Fewest
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Student correctly lists the months in order from most to fewest cans collected.

SCORE POINT 1 (EXAMPLE B)

<u>189</u> Most	<u>185</u>	<u>182</u> Fewest
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Student correctly lists the number of cans collected in order from most to fewest.

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SCORE POINT 0 (EXAMPLE A)

May	March	April
Most		Fewest

Student does not correctly list the months in order from most to fewest cans collected.

SCORE POINT 0 (EXAMPLE B)

189	182	182
Most		Fewest

Student does not correctly list the number of cans collected.

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- 12 Look at this number sentence.

$$\square - 5 = 9$$

What number makes this number sentence true?

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>1</b>	Student correctly completes the number sentence, <b>14</b> .
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	no response

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SCORE POINT 1 (EXAMPLE A)

14

Student's answer is correct.

SCORE POINT 1 (EXAMPLE B)

14  
because 14 take away 5 equals  
9.

Student's answer is correct.

Although included and correct, explanation is not necessary for credit.

SCORE POINT 0 (EXAMPLE A)

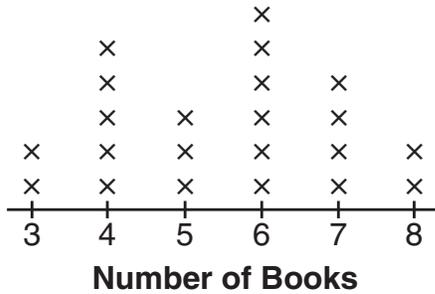
4

Student's answer is incorrect.

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13 Look at this line plot.

**Books in Backpacks**



<b>Key</b> x represents 1 student
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Write one question that can be answered by using the information in this line plot.

**Scoring Guide:**

Score	Description
<b>1</b>	Student writes an appropriate question.
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	no response

**Sample Responses:**

What is the most number of books students have in their backpacks?

Which number of books do an equal number of students have in their backpacks?

How many students have 3 books in their backpacks?

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SCORE POINT 1 (EXAMPLE A)

What is the total number of books?

Student writes an appropriate question.

SCORE POINT 1 (EXAMPLE B)

How many students have 6 books in their backpacks?  
6 students

Student writes an appropriate question.

Student does not need to include an answer to his or her question.

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SCORE POINT 0 (EXAMPLE A)

Who has the most students

Student writes a question that cannot be answered from the information in the line plot.

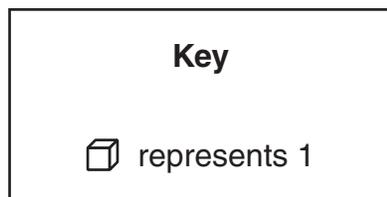
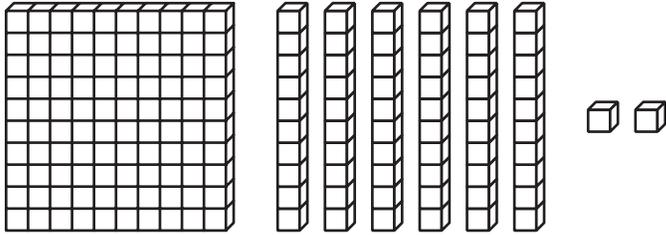
SCORE POINT 0 (EXAMPLE B)

How much more Books do the 8th graders have from the 6th? 4

Student writes a question that cannot be answered from the information in the line plot.

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- 14 Look at these blocks.



- a. Write the number shown by the blocks. \_\_\_\_\_
- b. What number is 100 more than the number shown by the blocks? \_\_\_\_\_

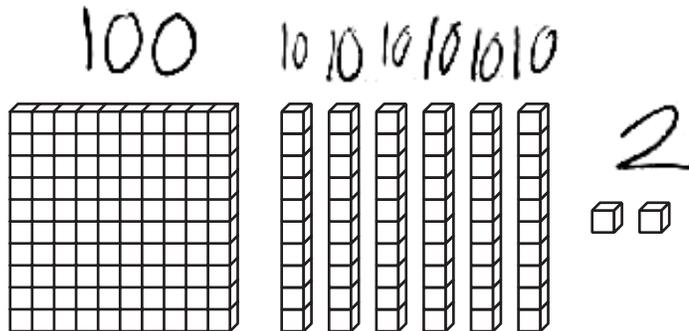
**Scoring Guide:**

Score	Description
<b>2</b>	Student has correct answer in part a, <b>162</b> , and correct answer in part b, <b>262</b> .
<b>1</b>	Student writes one number correctly. OR Student writes a number that is 100 more than the number written for part a.
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	no response

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SCORE POINT 2 (EXAMPLE A)

Look at these blocks.



Key

□ represents 1

- a. Write the number shown by the blocks. 162
- b. What number is 100 more than the number shown by the blocks? 262

Student writes both numbers correctly. (2 points)

SCORE POINT 2 (EXAMPLE B)

- a. Write the number shown by the blocks. 162
- b. What number is 100 more than the number shown by the blocks? 262

Student writes both numbers correctly. (2 points)

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SCORE POINT 1 (EXAMPLE A)

- a. Write the number shown by the blocks. 162
- b. What number is 100 more than the number shown by the blocks? 300

Student writes one number correctly. (1 point)

Student writes a number that is not 100 more than 162. (0 points)

SCORE POINT 1 (EXAMPLE B)

- a. Write the number shown by the blocks. 100
- b. What number is 100 more than the number shown by the blocks? 200

Student writes an incorrect number. (0 points)

Student writes a number that is 100 more than the number written in part a. (1 point)

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SCORE POINT 0 (EXAMPLE A)

- a. Write the number shown by the blocks. 160
- b. What number is 100 more than the number shown by the blocks? 170

Student writes an incorrect number.  
(0 points)

Student writes a number that  
is neither 100 more than 160  
nor 100 more than 162 (the  
number shown by the blocks).  
(0 points)

SCORE POINT 0 (EXAMPLE B)

- a. Write the number shown by the blocks. 161
- b. What number is 100 more than the number shown by the blocks? 258

Student writes an incorrect number.  
(0 points)

Student writes a number that  
is neither 100 more than 161  
nor 100 more than 162 (the  
number shown by the blocks).  
(0 points)

**NECAP 2005 RELEASED ITEMS  
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- 15 Melanie had 42 markers. Then Melanie's father gave her some markers. Now Melanie has 54 markers.

How many markers did Melanie's father give her? Show your work or explain how you know.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>2</b>	Student has correct answer, <b>12</b> , with an appropriate strategy or explanation.
<b>1</b>	Student has correct answer but strategy or explanation is missing. OR Student has an appropriate strategy or explanation but makes a minor computational error.
<b>0</b>	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
<b>Blank</b>	no response

**Sample Responses:**

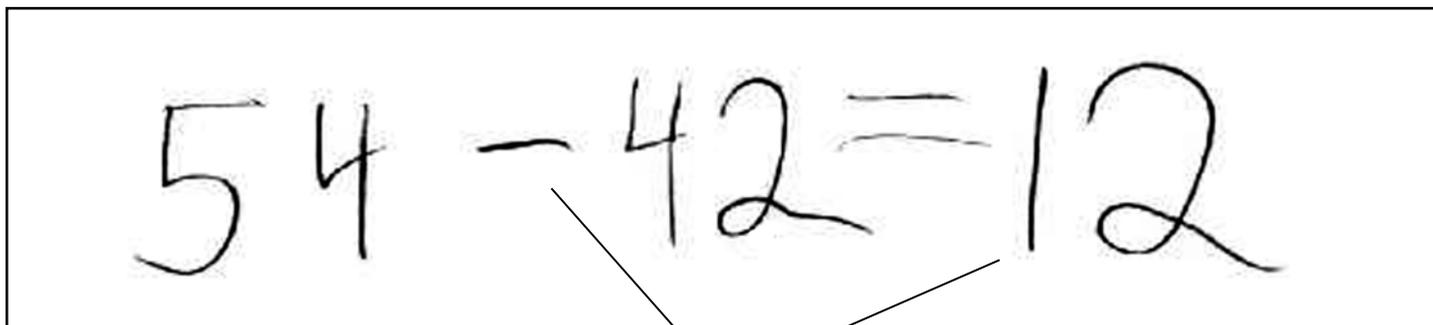
$$54 - 42 = 12$$

OR

$$42 + 12 = 54$$

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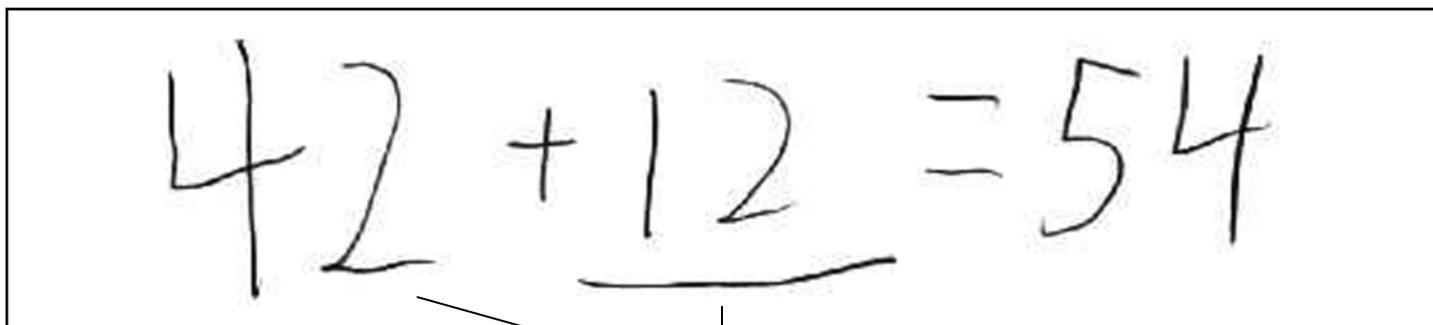
SCORE POINT 2 (EXAMPLE A)



A handwritten subtraction equation,  $54 - 42 = 12$ , is shown inside a rectangular box. Two lines originate from the bottom of the box and point towards a separate text box below.

Student shows a correct strategy and answers question correctly. (2 points)

SCORE POINT 2 (EXAMPLE B)



A handwritten addition equation,  $42 + 12 = 54$ , is shown inside a rectangular box. The number 12 is underlined. Two lines originate from the bottom of the box and point towards a separate text box below.

Student shows a correct strategy and answers question correctly. Student did not need to underline answer to receive credit. (2 points)

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SCORE POINT 1 (EXAMPLE A)

12

Student has correct answer (1 point)  
but work or explanation is missing  
(0 points).

SCORE POINT 1 (EXAMPLE B)

$54 - 42 = 15$

Student has appropriate strategy (1 point)  
with incorrect answer (0 points).

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SCORE POINT 0 (EXAMPLE A)

$$42 + 54 = 99$$

Student's strategy is incorrect.  
(0 points)

SCORE POINT 0 (EXAMPLE B)

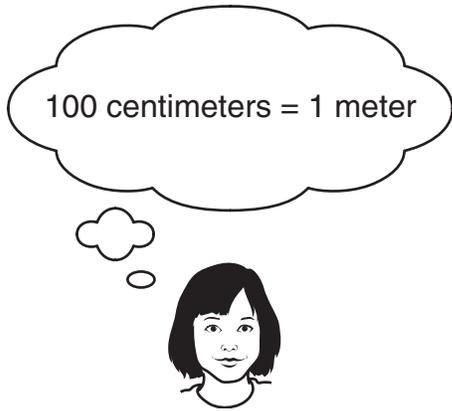
|||| ||| |||| |||| |||| |||| |||| ||

her father gave her 2

Student's answer is incorrect.  
(0 points)

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- 16 A rope is 1 meter and 15 centimeters long. How many **centimeters** long is the rope?  
Show your work or explain how you know.



**Scoring Guide:**

Score	Description
2	Student has correct answer, <b>115 (cm)</b> , with appropriate strategy or explanation.
1	Student has correct answer only. OR Student has appropriate strategy or explanation only.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	no response

**Sample Response:**

100 centimeters = 1 meter;  $100 + 15 = 115$  (cm)

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SCORE POINT 2 (EXAMPLE A)

$$\begin{array}{r} 100 \text{ centimeters} \\ + 15 \text{ centimeters} \\ \hline = 115 \text{ centimeters} \end{array}$$

Student shows a correct strategy and answers question correctly. (2 points)

SCORE POINT 2 (EXAMPLE B)

The rope is 115 centimeters long because 100 centimeters plus 15 centimeters is 115.

Student shows a correct strategy and answers question correctly. (2 points)

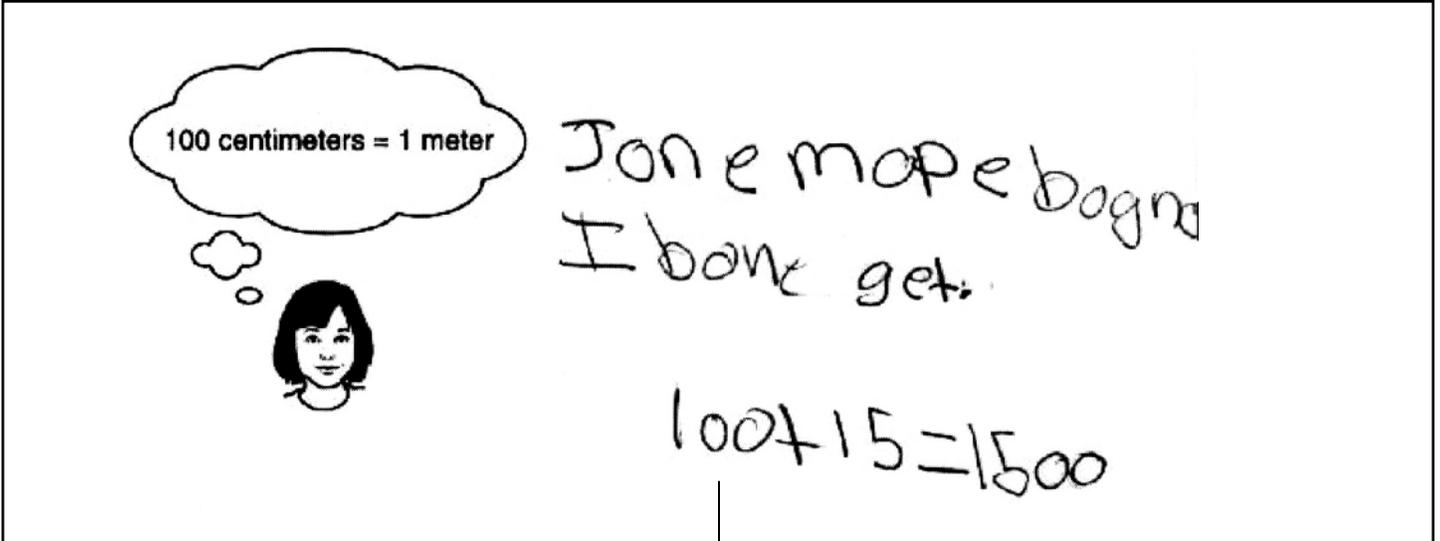
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SCORE POINT 1 (EXAMPLE A)

115 centimeters

Student has correct answer (1 point) with no strategy or work shown (0 points).

SCORE POINT 1 (EXAMPLE B)



The image shows a student's handwritten work. On the left, there is a drawing of a girl's head with a thought bubble above it. The thought bubble contains the text "100 centimeters = 1 meter". To the right of the drawing, the student has written "Jon e mape bogna" and "I bone get." in a cursive, handwritten style. Below this, the student has written the equation  $100 + 15 = 1500$ .

Student shows an appropriate strategy (1 point) with incorrect answer (0 points).

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SCORE POINT 0 (EXAMPLE A)

1500 Centimeters

Student's answer is incorrect.  
(0 points)

SCORE POINT 0 (EXAMPLE B)

I used my calculator  
to figure it out.  
My answer is 38.  
centimeters.

Student's answer is incorrect.  
(0 points)