Released Items Repository Scoring Guide

Grade 3

English/Language Arts
Day after day they dug. Their neighbor was astonished to see how long and hard the young men worked.

What does the word **astonished** most likely mean?

A. disappointed

B. discovered

C. satisfied

D. surprised
Part A

This question has two parts. First, answer part A. Then, answer part B.

Which statement about the boys is supported by the passage?

A. The boys did not share the work equally.

B. The boys did not know how to plant a field of rice.

C. The young boys wished to surprise their father with a special dinner.

D. The young boys preferred to sit in the house instead of working outside.
Which sentence from the passage best supports your answer in part A.

A  The sons promised and hurried out to begin.

B  As the years went by, it became clear even to their father that the boys were lazy.

C  At last, the entire field had been dug, but no treasure had been found.

D  The brothers moped around with their heads down.
Which detail from the passage **best** shows that the old man's sons are lazy?

A. Since the man had to tend the field, the boys took care of the house.

B. "Oh, they would," the father replied again, "but they are still young."

C. Though they sometimes tended the field with him, they always made excuses to go home early.

D. The sons were sad, for they not only depended on their father, but they also loved him.
What can the reader infer about the secret the father tells his sons? Include information from the passage in your answer.
### Score Rationale Exemplar

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| 2     | A response:  
- Gives sufficient evidence of the ability to make a clear inference/draw a conclusion  
- Includes specific examples/details that make clear reference to the text  
- Adequately explains inference/conclusion with clearly relevant information based on the text | Ta's and hai's father wanted to teach the boys that hard work great rewards but instead of just saying that he made them learn it. One way the story tells me is that Ta and Hai both felt much stronger and better than ever before. Another one is they both worked together and got a lot of money for selling rice. They did hard work to earn the money so that's how they learned hard work pays off. |
| 1     | A response:  
- Gives limited evidence of the ability to make an inference/draw a conclusion  
- Includes vague/limited examples/details that make reference to the text  
- Provides a limited explanation of the inference/conclusion with vague/limited information based on the text | The father tells them that there is gold so they wanted to get it but the father just wanted them to work and not be lazy and so they did work and they planted and the rice grew and they sold it and got gold and gave it to their father |
| 0     | A response:  
- Gives no evidence of the ability to make an inference/draw a conclusion  
**OR**  
- Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text  
**OR**  
- Gives an inference/draws a conclusion but includes no explanation or relevant information from the text | What the reader can infer is never to be lazy. |
Choose the two sentences from the student's notes that add more facts to the information given in the underlined sentence.

☐ The capital of Alaska is Juneau.

☐ Alaska did not become a state until 1959.

☐ Alaska is only 55 miles away from Russia.

☒ There are 70,000 sea otters living in the waters of Alaska.

☐ The mountains in Alaska have the coldest temperatures in the United States.

☒ Black bears, brown bears, moose, musk ox, and whales are just a few animals that call Alaska home.
Click on two sentences that have mistakes in punctuation.

Tim and I sat in the front row at the circus, and the clowns tumbled and danced in front of us. They pretended to throw water on us, but their buckets just had shiny bits of paper. Then, one clown really did spray water on me from a flower on his jacket.

"Oh, he got me! I said to Tim."

"Yes" he laughed "he tricked you twice!"

After that, the elephants came out. The elephants did tricks like stand on their front legs.

"How can those huge animals do that?" I asked Tim.

"I don't know, but it's amazing," Tim answered.
Click on the sentences that use the incorrect verb tenses.

Standing on the stage, I could feel my heart beating in my chest.

I **sings** my song on the stage with my friends.

The audience clapped loudly.

I **take a bow and walked** off the stage with a smile on my face.
What is the most likely reason the author made the presentation?

A. to explain how a hot air balloon works
B. to show the advantages of being small
C. to tell how Americans feel about new experiences
D. to describe an important event in American history
Part B

Which sentence from the presentation best supports your answer in part A?

A. “Smoky hot air swelled the balloon and sent it up.”

B. “He was the first American to develop a method to lift a balloon using hot air.”

C. “The crowd yelled and clapped as Carnes sent the balloon up, time and again.”

D. “He was the first American to see such views.”
Which question can a listener answer after hearing the presentation?

A. In what year did the balloon ride take place?
B. What happened during the first hot air balloon ride?
C. How did Edward feel after he took his ride in the balloon?
D. How did Edward become the first American to ride in a balloon?
Edward Warren Jr. rode in a balloon.
The balloon filled with smoke from a fire.
A crowd in Baltimore saw how a balloon could fly.
Peter Carnes used a stove to make the balloon rise.

<table>
<thead>
<tr>
<th>Planned</th>
<th>Unplanned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
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<td>✓</td>
<td></td>
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<tr>
<td>✓</td>
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</tr>
</tbody>
</table>

Released Items Repository Item Key

ILEARN English/Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>1</td>
<td>3.SL.3.1</td>
<td>See Below</td>
</tr>
</tbody>
</table>
Released Items Repository
Scoring Guide

Grade 3

English/Language Arts Performance Task
**Source #1: What is an Astronaut?**

- **Astronauts feel weak when they come back from space.**
- **Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.**
- **Astronauts have a special view of Earth from space.**

**Source #2: Life in Space**

- □
- ✓
- ✓
- □
Explain why it is hard to be an astronaut. Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.
Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student cites the source for each example.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim but doesn’t explain how each example supports the claim. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student does not cite sources.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
Exemplar:

(2 points) It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape. Source #2 says that being in space changes how blood flows in the body. Astronauts faces can get puffy and their necks can get bigger. This is hard on an astronaut because it changes their body. Astronauts must do special exercises so that their bodies do not become weak.

(1 point) It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape.

(0 points) It is hard to be an astronaut because they have to go to school for a long time, and being weightless messes up their bodies.
For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your prewriting/planning as you write, and then revise and edit your informational article.
# 4-Point Informational Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</td>
<td>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</td>
<td>• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose</td>
</tr>
<tr>
<td>• controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</td>
<td>• controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td>• few or no transitional strategies are evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td>• introduction and/or conclusion may be missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated on 11/09/2018
4-Point Informational Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td><strong>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</strong></td>
<td><strong>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</strong></td>
<td><strong>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</strong></td>
<td><strong>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</strong></td>
<td><strong>Insufficient (includes copied text)</strong></td>
</tr>
<tr>
<td>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</td>
<td>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</td>
<td>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</td>
<td>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</td>
<td>• Insufficient use of citations or attribution to source material</td>
<td>• Insufficient (includes copied text)</td>
</tr>
<tr>
<td>• clear citations or attribution to source material</td>
<td>• adequate use of citations or attribution to source material</td>
<td>• weak use of citations or attribution to source material</td>
<td>• insufficient use of citations or attribution to source material</td>
<td>• minimal, if any, use of elaborative techniques*</td>
<td>• In a language other than English</td>
</tr>
<tr>
<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques*</td>
<td>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</td>
<td>• minimal, if any, use of elaborative techniques*</td>
<td>• minimal, if any, use of elaborative techniques*</td>
<td>• Off-topic</td>
</tr>
<tr>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• vocabulary is limited or ineffective for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• Off-topic</td>
</tr>
<tr>
<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• Off-topic</td>
</tr>
</tbody>
</table>
The response demonstrates an adequate command of conventions:
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

The response demonstrates a partial command of conventions:
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

The response demonstrates little or no command of conventions:
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>The response demonstrates an adequate command of conventions:</td>
<td></td>
</tr>
<tr>
<td>The response demonstrates a partial command of conventions:</td>
<td></td>
</tr>
<tr>
<td>The response demonstrates little or no command of conventions:</td>
<td></td>
</tr>
<tr>
<td>Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.</td>
<td></td>
</tr>
<tr>
<td>Severity: Basic errors are more heavily weighted than higher-level errors.</td>
<td></td>
</tr>
<tr>
<td>Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.</td>
<td></td>
</tr>
</tbody>
</table>

The points for Organization/Purpose and Evidence/Elaboration rubrics are averaged together for one 4-point score. This is combined with the Conventions score for a 6-point total score.
Released Items Repository
Scoring Guide

Grade 3
Mathematics
There are 5 rows of trading cards with 3 trading cards in each row. How many trading cards are there?

15
Jack has 24 fish. He puts them into 4 bowls. Each bowl has an equal number of fish.

How many fish are in each bowl?

6
Is Jamie correct? Select the statement that explains why.

A  Yes, because there is 1 large piece shaded.
B  Yes, because the shape is divided into 8 parts.
C  No, because the 8 parts should be the same size.
D  No, because there should be 1 medium piece shaded.
What unknown number makes this equation true?

\[6 \times 8 = \square\]

48
Part of a multiplication table is shown. What two numbers correctly complete the pattern in the table? Enter your answers in the table.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td></td>
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<tr>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
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<tr>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
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</table>

**ILEARN Mathematics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Item</th>
<th>DOK</th>
<th>Standard (s)</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>2</td>
<td>MA.3.AT.6</td>
<td>20, 25</td>
</tr>
</tbody>
</table>
For each number of pens in a group, click Yes or No to show if Jan can create groups that each have that number of pens.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pens in each group</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3 pens in each group</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>5 pens in each group</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>6 pens in each group</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10 pens in each group</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Select all of the equations that show how to find the total number, $t$, of animal toys.

- $7 \times 8 = t$
- $7 + 1 + 5 + 2 = t$
- $7 \times (1 + 5 + 2) = t$
- $7 + (1 \times 5 \times 2) = t$

Released Items Repository Item Key

ILIARN Mathematics

<table>
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<tr>
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<th>Key</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>3</td>
<td>MA.3.AT.3</td>
<td>A, C</td>
</tr>
</tbody>
</table>

Updated on 11/09/2018
Released Items Repository Item Key

ILEARN Mathematics

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<tr>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>2</td>
<td>MA.3.NS.8</td>
<td>Any fraction between 2/6 and 2/3. Decimals acceptable.</td>
</tr>
</tbody>
</table>

.45

1 2 3
4 5 6
7 8 9
0 . □
## Released Items Repository Item Key

**ILEARN Mathematics**

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</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>2</td>
<td>MA.3.NS.5</td>
<td>7/8 or equivalent</td>
</tr>
</tbody>
</table>

![Image of fraction 7/8]
## Released Items Repository Item Key

**ILEARN Mathematics**

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</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>2</td>
<td>MA.3.G.4</td>
<td>See one possible solution below</td>
</tr>
</tbody>
</table>

![Diagram](image)

Updated on 11/09/2018
Released Items Repository
Scoring Guide

Grade 3

Mathematics Performance Task
According to the supply list, how many paint brushes are needed for 24 students?

48
According to the supply list, how many pounds of clay are needed for 24 students?

72
Explain the steps you used to figure this out.

[Blank space for text entry]
Rubric:
2 points: Student develops an approach (compares the amount of chalk needed to the amount available) to determine whether more chalk is needed AND gives a justification for the result.

1 point: Student correctly calculates the amount of chalk available and determines that more chalk is needed, but does not provide a logical explanation why.

0 points: All other responses
## Released Items Repository Item Key

### ILEARN Mathematics Performance Task

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</thead>
<tbody>
<tr>
<td>3</td>
<td>Sample Responses for Item 3</td>
<td>3</td>
<td>PS.3</td>
<td>See Below</td>
</tr>
</tbody>
</table>

### Sample Responses for Item 3

**20 / 6 = 20**

If you divide 6 into 120 you will get 20, so 18 pieces of chalk in each box is not enough.

**Score Point 2**

The student used division to determine how many pieces of chalk must be in each box in order to equal 120. He/she determined that 20 are needed and that 18 pieces in each box are not enough. The response contains evidence of the student's competence in reasoning to the full extent that these processes apply to this item.

**18 \times 6 = 108** chalk

The teacher needs one more box of chalk for the class.

**Score Point 1**

The student correctly calculated the amount of chalk that was available for Art Day (108) and determined the one more box was needed. However, the student did not justify nor explain why one more box would have been sufficient for the amount needed for the class. The student has demonstrated only a partial understanding of the mathematical content and practices essential to this item.

**18 \times 6 = 102**

**Score Point 0**

The student showed initial understanding of the required multiplication, but did not execute the operation correctly nor use his/her answer to build an argument as to whether or not there was enough chalk for Art Day. No evidence is present that demonstrates the student’s competence in reasoning or communicating essential to this item.
One example of a correct response:

### Art Day Schedule*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>9:00 a.m.</td>
<td>10:30 a.m.</td>
</tr>
<tr>
<td>Break</td>
<td>10:30 a.m.</td>
<td>10:45 a.m.</td>
</tr>
<tr>
<td>Pottery</td>
<td>10:45 a.m.</td>
<td>12:15 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 p.m.</td>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>Chalk Art</td>
<td>1:00 p.m.</td>
<td>2:00 p.m.</td>
</tr>
</tbody>
</table>

*Times must be given using a 12-hour clock*

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**Released Items Repository Item Key**

**ILEARN Mathematics Performance Task**

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<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
<td>PS.4</td>
<td>See Below</td>
</tr>
</tbody>
</table>

Updated on 11/09/2018
## Released Items Repository Item Key

### ILEARN Mathematics Performance Task

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<tr>
<td>3</td>
<td>Rubric for Item 4</td>
<td>4</td>
<td>PS.4</td>
<td>See Below</td>
</tr>
</tbody>
</table>

### Rubric:

1 point: Student enters times that satisfy the restrictions listed in Task 2: Schedule (at least 10 minutes for Break, Break and Lunch take exactly one hour, and each station is at least 30 minutes in length).

0 points: All other responses
Do you agree with Katie? Explain why or why not. Use the information shown in your explanation.
## Rubric:

1 point: Student states whether he/she agrees or disagrees with Katie and provides a mathematically logical explanation as to why or why not.

0 points: The student may agree or disagree, but does not supply any logical explanation for his/her response.
I agree with Katie because the first 6 kids didn’t use much paint. It looks like 1/4 of the paint is gone because of the marks, but very little is really gone. Unless the other 18 kids use a lot more paint than the first 6 kids, there is enough for the whole class.

The student displays good problem-solving skills in recognizing that less than 1/4 of the paint was actually used by the first 6 students. The student even includes the caveat “unless the other 18 kids use a lot more paint...” to show his/her understanding that the amount used is based on the first 6 students and could actually vary and not be the same. The response contains evidence of the student’s competence in problem solving to the full extent that these processes apply to this item.

I think that Katie is correct because when they went in the paint container was full and after 6 students used it was half left.

The student did link the amount of paint to the number of students who used the paint so far, but stating that only 1/2 of the paint is left is too far off the actual amount to provide any evidence of the student’s ability to solve problems using measurement and estimation. No evidence is present that demonstrates the student’s competence in problem solving essential to this item.