About the Practice Test Scoring Guides

The Smarter Balanced Mathematics Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced 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 information¹:

- Claim: statement derived from evidence about college and career readiness
- Domain: a broad content area that contains related targets and standards (i.e., Geometry)
- Target: statement that bridges the content standards and the assessment evidence that supports the claim
- Depth of Knowledge (DOK): measure of complexity considering the student’s cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for Mathematical Content (CCSS-MC)
- Common Core State Standards for Mathematical Practice (CCSS-MP)
- Percent Receiving (Number) Point(s): Percent of students that received the point(s) indicated following the scoring of student responses
- 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 the Computer Adaptive Test (CAT) portion of the summative assessment for grade 4. A separate document is available that provides a grade 4 sample performance task and scoring guide.

¹ Most of these terms (Claim, Domain, Target, DOK, etc.) are defined in various other Smarter Balanced documents, as well as the Common Core State Standards for Mathematics. Refer to the Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics for more information.
A baker has 159 cups of brown sugar and 264 cups of white sugar. How many total cups of sugar does the baker have?

Key: 423
Rubric: (1 point) The student enters the correct number of cups.
Jarrod is adding $3\frac{2}{6}$ and $7\frac{5}{6}$.

He uses these steps to find the sum.

Step 1: $3 + 7 = 10$
Step 2: $\frac{2}{6} + \frac{5}{6} = \frac{7}{12}$
Step 3: $10 + \frac{7}{12} = 10 \frac{7}{12}$

Jarrod made a mistake. Select the statement that corrects his mistake.

**A** In Step 1, he should have multiplied 3 and 7 by 6 before adding.

**B** In Step 2, he should not have added the denominators.

**C** In Step 2, he should have multiplied 2 and 5 instead of adding them.

**D** In Step 3, he should not have added the whole number and fraction.

Key: B

**Rubric:** (1 point) The student selects the correct statement.
Danielle’s full-grown dog weighs 10 times as much as her puppy. The puppy weighs 9 pounds.

Enter the number of pounds the full-grown dog weighs.

Key: 90

Rubric: (1 point) The student enters the correct number of pounds.
<table>
<thead>
<tr>
<th>Item</th>
<th>Claim</th>
<th>Domain</th>
<th>Target</th>
<th>DOK</th>
<th>CCSS-MC</th>
<th>CCSS-MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4</td>
<td>1</td>
<td>NF</td>
<td>G</td>
<td>2</td>
<td>4.NF.B.3</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose the fraction model that represents the following equation:

\[
\frac{3}{7} + \frac{2}{7} + \frac{1}{7} = \frac{6}{7}
\]

- **A**
  ![Fraction Model A](image)

- **B**
  ![Fraction Model B](image)

- **C**
  ![Fraction Model C](image)

- **D**
  ![Fraction Model D](image)

**Key:** C

**Rubric:** (1 point) The student identifies the fraction model that represents the equation.
Select the list of numbers that are all multiples of 9.

- **A** 9, 27, 35, 63
- **B** 9, 48, 81, 90
- **C** 18, 36, 45, 64
- **D** 18, 54, 72, 99

**Key:** D

**Rubric:** (1 point) The student selects the correct list of multiples.
Select True if the comparison is true. Select False if the comparison is not true.

<table>
<thead>
<tr>
<th>Item</th>
<th>Claim</th>
<th>Domain</th>
<th>Target</th>
<th>DOK</th>
<th>CCSS-MC</th>
<th>CCSS-MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6</td>
<td>1</td>
<td>NF</td>
<td>F</td>
<td>2</td>
<td>4.NF.A.2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Key: F, T, T

Rubric: (1 point) The student correctly identifies the true comparisons.
Susan has 3 times as many books as Mary. Mary has 18 books. Which equation can be solved to figure out how many books Susan has?

A  □ − 3 = 18
B  3 + 18 = □
C  18 ÷ □ = 3
D  3 × 18 = □

Key: D
Rubric: (1 point) The student selects the correct equation.
Anna is using four models to compare fractions. She shades each rectangle to represent a fraction of a whole.

Select all the statements that can be supported using Anna’s fraction models.

- $\frac{2}{6} = \frac{4}{12}$
- $\frac{2}{12} = \frac{4}{12}$
- $\frac{2}{6} > \frac{1}{6}$
- $\frac{2}{12} > \frac{2}{6}$
Grade 4 Mathematics

- \[ \frac{2}{6} = \frac{4}{12} \]
- \[ \frac{2}{12} = \frac{4}{12} \]
- \[ \frac{2}{6} > \frac{1}{6} \]
- \[ \frac{2}{12} > \frac{2}{6} \]

Exemplar: (shown above)

Rubric: (1 point) The student correctly identifies the supporting statements.
Isabella has 2 times as many DVDs as Emma. Emma has 6 DVDs.

Enter the number of DVDs Isabella has.

Key: 12 or equivalent

Rubric: (1 point) The student enters the correct number of DVDs.
Decide whether each expression is equal to \(4 \times \frac{2}{3}\). Click in the table to respond.

<table>
<thead>
<tr>
<th>Equal to (4 \times \frac{2}{3})</th>
<th>Not Equal to (4 \times \frac{2}{3})</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 \times \frac{4}{3})</td>
<td>☐</td>
</tr>
<tr>
<td>(3 \times \frac{2}{4})</td>
<td>☐</td>
</tr>
<tr>
<td>(8 \times \frac{1}{3})</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Exemplar:** (shown below)

<table>
<thead>
<tr>
<th>Equal to (4 \times \frac{2}{3})</th>
<th>Not Equal to (4 \times \frac{2}{3})</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 \times \frac{4}{3})</td>
<td>☑</td>
</tr>
<tr>
<td>(3 \times \frac{2}{4})</td>
<td>☐</td>
</tr>
<tr>
<td>(8 \times \frac{1}{3})</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Rubric:** (1 point) The student correctly identifies the equal expressions.
Conner solves $8 \times 16$. He says, “I can find the product if I multiply $8 \times 15$ and then add 8.”

Select the statement that **best** explains if Connor’s strategy is correct.

A. Connor is correct, because he can change the 16 to use an easier number to multiply, like 15.

B. Connor is incorrect, because $8 \times 16$ is the same as 4 groups of 8, plus 4 groups of 8.

C. Connor is correct, because $8 \times 16$ is the same as 15 groups of 8, plus 1 group of 8.

D. Connor is incorrect, because he should add 16 instead of 8.

Key: C

**Rubric:** (1 point) The student selects the best statement.
Select True or False for each comparison.

<table>
<thead>
<tr>
<th>Item</th>
<th>Claim</th>
<th>Domain</th>
<th>Target</th>
<th>DOK</th>
<th>CCSS-MC</th>
<th>CCSS-MP</th>
</tr>
</thead>
<tbody>
<tr>
<td>#12</td>
<td>1</td>
<td>NBT</td>
<td>D</td>
<td>2</td>
<td>4.NBT.A.2</td>
<td>7</td>
</tr>
</tbody>
</table>

4581 > 4000 + 800 + 50 + 1
40 hundreds + 50 tens + 81 ones = 4581
4 thousands + 8 hundreds + 1 ten + 5 ones < 4581

Key: F, T, F

Rubric: (1 point) The student correctly identifies the true and false comparisons.
Use the diagram to solve the problem.

- The measure of $\angle DCE = 70^\circ$
- The measure of $\angle ECF = 45^\circ$
- The measure of $\angle FCG = 45^\circ$

Enter the measure, in degrees, of $\angle DCF$. 

Key: 115

Rubric: (1 point) The student enters the correct measure of $\angle DCF$ in degrees.
Select True if the equation is true. Select False if the equation is not true.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{4} = \frac{3}{12} )</td>
<td>☐</td>
</tr>
<tr>
<td>( \frac{1}{2} = \frac{50}{100} )</td>
<td>☐</td>
</tr>
<tr>
<td>( \frac{9}{10} = \frac{99}{100} )</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Exemplar:** T, T, F

**Rubric:** (1 point) The student correctly identifies the true and false equations.
Carlos uses this information to plan the number of packages of juice to buy:

- He needs 480 juice boxes.
- Some packages have 6 juice boxes.
- Some packages have 8 juice boxes.

Carlos claims, “To buy exactly 480 juice boxes, I need to buy 30 packages of apple juice and 40 packages of orange juice.”

Select two statements that must be true for Carlos’s claim to be correct.

- There are 6 juice boxes in a package of apple juice.
- There are 8 juice boxes in a package of apple juice.
- There are 6 juice boxes in a package of orange juice.
- There are 8 juice boxes in a package of orange juice.

Key: B and C
Rubric: (1 point) The student selects the two statements that must be true.
### Item Claim Domain Target DOK CCSS-MC CCSS-MP
#16 2 NF A 2 4.NF.B.4 2

Steven made snack mix.
- He used \( \frac{1}{4} \) cup of raisins and \( \frac{2}{4} \) cup of nuts to make one serving.

Steven wants to make 5 servings of snack mix. How many cups of snack mix are in 5 servings?

Key: 3\(\frac{3}{4}\) or 15/4 or 3.75 or equivalent

Rubric: (1 point) The student enters the correct number of cups of snack mix.
Casey multiplies two numbers.

- The first number is 178.
- The second number is a whole number that is greater than 0 but less than 10.
- The product of the two numbers has a 2 in the ones place.

**Part A:** What is a possible number that Casey multiplies 178 by? Enter your answer in the first response box.

**Part B:** What is the product of Casey’s two numbers? Enter your answer in the second response box.

**Part A:**

**Part B:**

### Key:

Part A: 4

Part B: 712

Other correct responses: Part A: 9, or any number equivalent to 4 or 9

Part B: 1602, or any number equivalent to 712 or 1602

**Rubric:**

- (2 points) The student enters a correct value in Part A and Part B.
- (1 point) The student enters a correct value in Part A AND any 3- or 4-digit number with a 2 in the ones place in Part B.
- (1 point) The student enters a correct value in Part B AND any 3- or 4-digit number with a 2 in the ones place in Part A.
Mrs. Taylor’s class is measuring the wingspans of butterflies, in inches.

They record their results in this table.

<table>
<thead>
<tr>
<th>Butterfly</th>
<th>Wingspan (in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarch</td>
<td>$3 \frac{2}{4}$</td>
</tr>
<tr>
<td>Zebra</td>
<td>$2 \frac{3}{4}$</td>
</tr>
<tr>
<td>Checkered White</td>
<td>$1 \frac{2}{4}$</td>
</tr>
<tr>
<td>Tiger</td>
<td>?</td>
</tr>
</tbody>
</table>

The wingspan of the Tiger Butterfly is $\frac{3}{4}$ inch longer than that of the Monarch Butterfly.

What is the difference, in inches, between the longest and shortest wingspans? Enter your answer in the response box.

Key: 2.75 or 2\(\frac{3}{4}\)

Rubric: (1 point) The student enters the correct difference.
The line plot shows the distances, in miles, Rex walked on seven days.

Each x represents one day.

**Distances Rex Walked (mi)**

Enter the total distance, in miles, Rex walked for all seven days.

Key: 17½ or equivalent

Rubric: (1 point) The student correctly identifies the number of miles Rex walked.
At the beginning of June, a bean plant was $3 \frac{4}{5}$ inches tall.

By the beginning of July, the plant was $6 \frac{2}{5}$ inches tall.

How many inches did the plant grow during June? Enter your answer in the response box.

Key: 2 3/5 or 2.6 or equivalent

Rubric: (1 point) The student enters the amount the plant has grown.
Enter the unknown number that makes the equation true.

15 meters = □ centimeters

Key: 1500
Rubric: (1 point) The student enters the correct number of centimeters.
Enter the unknown number to make the equation true.

348 ÷ 6 = (□ ÷ 6) + (48 ÷ 6)

Key: 300
Rubric: (1 point) The student enters the correct number.
Enter the product.

96
× 78

Key: 7488
Rubric: (1 point) The student enters the correct product.
Enter a decimal that is equivalent to $\frac{6}{100}$.

Key: 0.06

Rubric: (1 point) The student enters the correct decimal.
Phil writes these fraction comparisons: \( \frac{1}{4} < \frac{1}{3} \) and \( \frac{1}{3} < \frac{1}{2} \).

He says, "When comparing two fractions, the lesser fraction has the greater denominator."

**Part A**

Enter one digit to complete this comparison so that it supports Phil’s claim:

\( \square \frac{1}{6} < \frac{1}{3} \).

**Part B**

Enter one digit to complete this comparison and show that Phil’s claim is **not** always true: \( \square \frac{1}{6} > \frac{1}{3} \).

**Key:** For Part A: 0 or 1
For Part B: 3, 4, 5, 6, 7, 8, or 9

**Rubric:** (1 point) The student enters a correct number in both parts.
A class is making 7 flags. It takes \( \frac{3}{4} \) of a yard of felt to make each flag.

The total number of yards of felt needed is between which two numbers?

- A 1 and 2
- B 3 and 4
- C 5 and 6
- D 7 and 8

Key: C
Rubric: (1 point) The student selects the correct range.