Released Items
Grade 3 Math
AzM2

Updated September 2019

Prepared by the Arizona Department of Education
About the Released Items

The AzM2 Released Items provides details about the items, student response types, correct responses, and related scoring considerations for released AzM2 test items.

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

- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item
- Option rationales (when applicable)

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzM2 Grade 3 Math.
# Grade 3 Math Released Items

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### Cluster Content Standard DOK

**3.OA.A**

**3.OA.A.4**

**2**

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(1 Point) Student entered 5 or any equivalent value.
A figure is shown.

Select all the expressions that represent the area of the entire figure.

- [ ] $5 + 2 + 4$
- [X] $5 	imes (2 + 4)$
- [ ] $5 + (2 	imes 4)$
- [ ] $(4 	imes 2) + (4 	imes 5)$
- [X] $(5 	imes 2) + (5 	imes 4)$

(1 Point) Student selected both correct expressions.

Option Rationales:

**Choice A:** The student may have mistakenly added the height to the length, rather than multiplying it.

**Choice B: Key** - The student correctly identified the expression that represents the area of the figure.

**Choice C:** The student may have switched the addition and multiplication signs.

**Choice D:** The student may not have understood that you need to multiply the length by the width.

**Choice E: Key** - The student correctly identified the expression that represents the area of the figure.
(1 Point) Student selected the correct option.

Option Rationales:

Choice A: The student may have selected an option with 2 parts, not noting that 2/3 would not be the same as 2/4.

Choice B: The student may have selected an option with 2 parts, not noting that 2/3 would not be the same as 2/5.

Choice C: The student may have selected an option with 2 parts, not noting that 2/3 would not be the same as 2/6.

Choice D: Key - The student noted that 3/6 would be at the same point on the number line as 2/4, halfway between 0 and 1.
Select all the numbers that round to 300 when rounded to the nearest 10 and when rounded to the nearest 100.

- 290
- 295
- 300
- 303
- 305
- 310

(1 Point) Student selected all three correct numbers.

**Option Rationales:**

**Choice A:** The student may have selected a number that rounds to 300 only when rounding to the nearest 100.

**Choice B: Key** - The student correctly identified a number that rounds to 300 when rounding to both the nearest 10 and 100.

**Choice C: Key** - The student correctly identified a number that rounds to 300 when rounding to both the nearest 10 and 100.

**Choice D: Key** - The student correctly identified a number that rounds to 300 when rounding to both the nearest 10 and 100.

**Choice E:** The student may have selected a number that rounds to 300 only when rounding to the nearest 100 or thought that 5 rounds down.

**Choice F:** The student may have selected a number that rounds to 300 only when rounding to the nearest 100.
Which property is always shared by a square and a rectangle?

- Both shapes have angles that are all right angles.
- Both shapes have sides that are different lengths.
- Both shapes have angles that are not right angles.
- Both shapes have sides that are all the same length.

(1 Point)

Option Rationales:

Choice A: Key - The student correctly identified an attribute of both a rectangle and a square.
Choice B: The student may have incorrectly applied a possible attribute of a rectangle to a square.
Choice C: The student may have incorrectly applied an attribute of other quadrilaterals to squares and rectangles.
Choice D: The student may have considered special cases of rectangles that have all the same side length but did not consider all cases of rectangles.