**Grade 3 Kaylee Paints – Anchor Set Annotations**

**A1 Score 4**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student wrote the correct fraction $\left(\frac{2}{8}\right)$ at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim (*Kaylee most likely found the perimeter of the rectangles*). The student recognized the number 14 for green and 16 for orange correspond to the perimeters of green and orange, not the areas. [1 point]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches (*The area of the green and orange rectangles are the same since 12 = 12. … 3 x 4 = 12 and 2 x 6 = 12*). The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A2 Score 4**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student wrote the correct fraction$\left(\frac{2}{8}\right)$ and marked an “x” at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim (*…she found the perimeter instead of the area).* The student recognized the number 14 for green and 16 for orange correspond to the perimeters of green and orange, not the areas. [1 point]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches (*The area of the green rectangle is equal to the area of the orange rectangle since 12 = 12*). The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A3 Score 3**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student marked an “x” at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided an incomplete explanation by giving an insufficient explanation *(She didn’t multiplie right)*. The student did recognize that the multiplication shown was incorrect but did not fully explain that the numbers 14 and 16 were referring to perimeter and not area. [0.5 point]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches *(3 x 4 = 12, 2 x 6 = 12, so 12 = 12)*. The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A4 Score 3**

Part A: The student provided an incorrect answer $\left(\frac{1}{5}\right)$. Since work is not required, it is unclear as to where the error was made. [0 points]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student plotted a solid dot correctly at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim (*…because you multiply 2 and 6 they are 12 together and with the other one 3 multiplied by 4 equals 12 so they have the same area).* The student recognized the number 14 for green and 16 for orange do not correspond to the areas of the rectangles. [1 point]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches (*The area of the green rectangle is the same area as the orange rectangle since 12 = 12*). The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A5 Score 3**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student plotted a solid dot correctly at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided an incorrect explanation that does not explain the mistake made by Kaylee. The student did not recognize that the most likely error was finding perimeter instead of area. [0 points]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches *(…because 2 x 6 and 3 x 4 both equal 12)*. The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A6 Score 2**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student plotted a solid dot correctly at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided an incomplete explanation by giving an insufficient explanation *(She added instead of multiplying)*. The student did recognize that the multiplication shown was incorrect but did not fully explain that the numbers 14 and 16 were referring to perimeter and not area. [0.5 point]

Part D: The student did not rewrite the claim with a correct comparison of the areas *(The correct area for the green is 24 and orange is 24)*. 24 is not the correct area for either rectangle. [0 points]

**A7 Score 2**

Part A: The student provided an incorrect answer (*6*). The student most likely counted the total number of colors as 6 and put that as the answer. Additionally, the answer is not in the form of a fraction. [0 points]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student plotted a solid dot correctly at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided an incomplete explanation by giving an insufficient explanation *(…she misread the numbers or she mesherd [measured] the rectangles wrong)*. The student did recognize that the multiplication shown was incorrect but did not fully explain that the numbers 14 and 16 were referring to perimeter and not area. [0.5 point]

Part D: The student correctly rewrote the claim by calculating both areas to be 12 inches *(The area of the green rectangle and the orange rectangle are the same since 12 is = to 12)*. The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**A8 Score 2**

Part A: The student provided the correct answer by counting the number of colors used and determining the sum is 6. Purple is one of the 6 colors. The student correctly answered in fraction form: $\frac{1}{6}$. [1 point]

Part B: The student provided an incorrect answer by placing “XX” at the $\frac{7}{8}$ position of the number line instead of at the $\frac{2}{8}$ position. [0 points]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim *(She said the area and it is the length around so it is the primiter).* The student recognized the number 14 for green and 16 for orange do not correspond to the areas of the rectangles. [1 point]

Part D: The student did not attempt to rewrite the claim with a correct comparison of the areas. Instead, the student restated the answer for Part C. [0 points]

**A9 Score 1**

Part A: The student provided an incorrect answer. The student most likely counted the total number of colors as 6 but then saw purple was the sixth color in the list and put $\frac{6}{6}$ as the answer. [0 points]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student plotted a solid dot correctly at the appropriate location (the second tick mark after the 0). [1 point]

Part C: The student provided an incomplete explanation by providing an insufficient explanation *(…she didn’t multipi the side corectly)*. The student did recognize that the multiplication shown was incorrect but did not fully explain that the numbers 14 and 16 were referring to perimeter and not area. [0.5 point]

Part D: The student did not rewrite the claim with a correct comparison of the areas. The inequality provided (*16 < 18*) indicates this student did not know how to calculate either rectangle’s correct area. [0 points]

**A10 Score 1**

Part A: The student provided an incorrect answer *(blue)*. [0 points]

Part B: The student did not provide an answer. [0 points]

Part C: The student provided an incorrect explanation that does not explain the mistake made by Kaylee. The student did not recognize that the most likely error was finding perimeter instead of an area. [0 points]

Part D: The student provided a correct but incomplete answer *(…because the same size)*. [0.5 point]

**A11 Score 0**

Part A: The student provided an incorrect answer. The student most likely counted the total number of colors as 6 but then saw purple was the sixth color in the list and put $\frac{6}{6}$ as the answer. [0 points]

Part B: The student provided an incorrect answer by placing a mark at the $\frac{3}{8}$ position of the number line instead of at the $\frac{2}{8} $position. [0 points]

Part C: The student provided an incorrect explanation that does not explain the mistake made by Kaylee by restating the given inequality *(14 < 16)*. The student did not recognize that the most likely error was finding perimeter instead of area. [0 points]

Part D: The student did not rewrite the claim to be a correct comparison of the areas. [0 points]

**A12 Score 0**

Part A: The student provided an incorrect answer $\left(\frac{0}{5}\right)$. Since work is not required, it is unclear as to where the error was made. [0 points]

Part B: The student provided an incorrect answer by writing in $\frac{2}{8} $at the $\frac{3}{8}$ position of the number line instead of at the$ \frac{2}{8}$ position. [0 points]

Part C: The student provided an incorrect explanation by restating given information (*because green is less than orange*) that does not explain the mistake made by Kaylee. The student did not recognize that the most likely error was finding perimeter instead of area. [0 points]

Part D: The student did not rewrite the claim to be a correct comparison of the areas. [0 points]