**Grade 3 Kaylee Paints – Training Set 1 Annotations**

**T1-1 Score 1**

Part A: The student provided both a correct and an incorrect answer $\left(\frac{1}{6} or 6\right)$. No credit is awarded if an incorrect answer is included with a correct answer. [0 points]

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

Part C: The student provided an incorrect explanation by restating given information (*because 14 is less*) 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. The inequality provided (*14 < 16*) indicates this student did not know how to calculate either rectangle’s correct area. [0 points]

**T1-2 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 incorrect explanation *(rilly the orange rectangle has a bigger area)* hat 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 did not rewrite the claim to be a correct comparison of the areas. [0 points]

**T1-3 Score 3**

Part A: The student provided both a correct and an incorrect answer $\left(\frac{6}{6} \frac{1}{6}\right)$. No credit is awarded if an incorrect answer is included with a correct answer. [0 points]

Part B: The student provided the correct answer by recognizing there are 8 equal intervals between 0 and 1. The student correctly labeled all the intervals and indicated the correct answer by circling the $\frac{2}{8} . $ [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim *(Kaylee multiplied incorrect. 3 x 4 = 14 that is not correct. 6 x 2 = 16 that is not correct).* 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 and orange rectangle is the same. 12 = 12*).The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T1-4 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 marked an “X” at the appropriate location (above the second tick mark after the 0). [1 point]

Part C: The student provided an incomplete explanation by giving an insufficient explanation *(…made a mistake with adding up the primiter).* [0.5 point]

Part D: The student incorrectly states that the green rectangle is greater than the orange rectangle. [0 points]

**T1-5 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 correctly labeled the second tick mark after the 0 as $\frac{2}{8} $. [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim *(because 3 x 4 or 2 x 6 does not equal 14 or 16).* 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 both of the rectangles are equal since 12 = 12*).The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T1-6 Score 0**

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 an incorrect answer. The student plotted a solid dot at the$ \frac{6}{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. The student did not recognize that the most likely error was finding perimeter instead of an area. [0 points]

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

**T1-7 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 an incorrect answer by placing a mark (*x*) at the$ \frac{1}{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 *(…because 3 x 4 = 12 and 2 x 6 = 12 so they are equal).* 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 (*12 = 12*).The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T1-8 Score 1**

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 an incomplete explanation by giving an insufficient explanation *(…did the math wrong and got 14 and 16).* 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 to be a correct comparison of the areas (*The areas are the same because 24 = 24*). 24 is not the correct area for either rectangle. [0 points]

**T1-9 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 correctly labeled the second tick mark after the 0 as $ \frac{2}{8} $. [1 point]

Part C: The student provided a complete explanation by identifying the mistake that would lead to the incorrect claim *(…she didn’t multipli the length and whith of the rectangles).* 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 *(3 x 4 = 12 6 x 2 = 12 12 = 12*). The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T1-10 Score 0**

Part A: The student provided an incorrect answer $\left(\frac{4}{5}\right)$. 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 plotting a solid dot at the$ \frac{4}{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. The student did not recognize that the most likely error was finding perimeter instead of area. [0 points]

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