**Grade 3 Kaylee Paints – Training Set 2 Annotations**

**T2-1 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 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 *(Kaylee made a mistake multiplying. I did 2 x 6 = 12 and 3 x 4 = 12).* 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 equivalent 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]

**T2-2 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 correctly labeled the second tick mark after the 0 as $ \frac{2}{8} $. [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 did not rewrite the claim with 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]

**T2-3 Score 1**

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 correctly labeled the second tick mark after the 0 as $\frac{2}{8}$. [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 an 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]

**T2-4 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 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 did not rewrite the claim to be a correct comparison of the areas. [0 points]

**T2-5 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 (*Instead of 14 < 16 it should be 12 = 12*). The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T2-6 Score 1**

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 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 area. [0 points]

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

**T2-7 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 $\frac{7}{8}$ position 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 rewrite the claim to be a correct comparison of the areas. [0 points]

**T2-8 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 incomplete explanation by giving an insufficient explanation *(…counted wrong and used the wrong operation)*.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 green rectangle is 12 and the orange rectangle is 12 so that means the two are equal*).The student is not penalized for not specifying squared inches for the area calculations. [1 point]

**T2-9 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 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]

**T2-10 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 multiply 6 and 2 4 and 3 and those both equile 12 so their equile).* 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 and 12 are the same number so their equile. 12 = 12*).The student is not penalized for not specifying squared inches for the area calculations. [1 point]