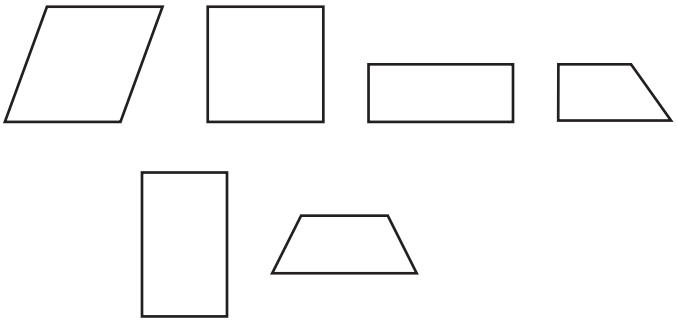

# NEW ENGLAND COMMON ASSESSMENT PROGRAM

## Released Items
## Support Materials
## 2005

## Grade 4
## Mathematics

**11** Look at these six shapes.



Write one way the six shapes are alike.

**Scoring Guide:**

| Score | Description |
|---|---|
| **1** | Student names one correct attribute of all given shapes. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

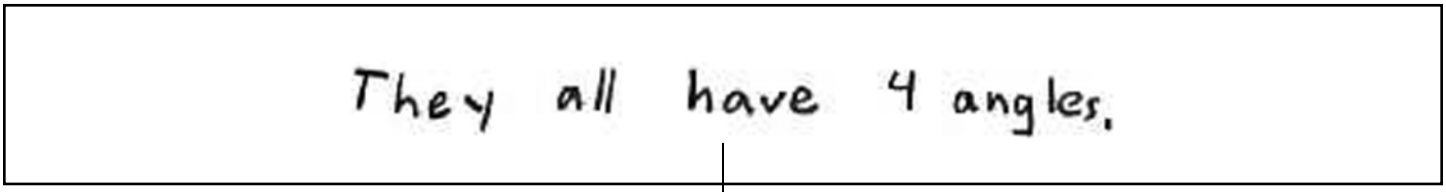
**Sample Responses:**

They all have 4 sides.

They all have 4 angles.

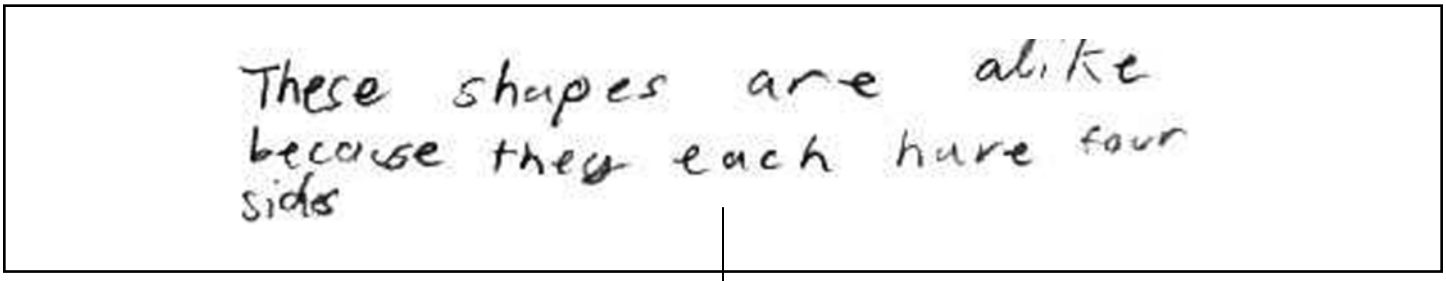
They all have 1 pair of parallel sides.

## Score Point 1 (Example A)



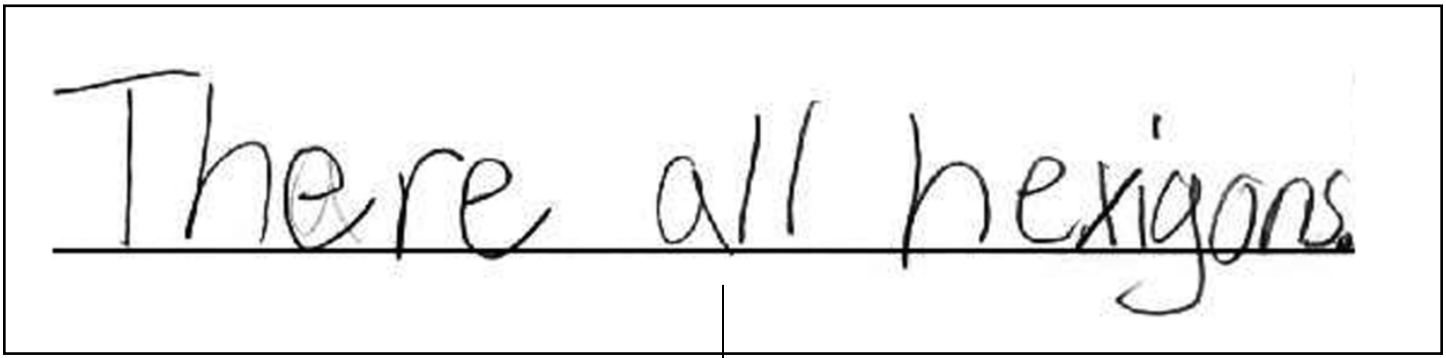

Student names one correct attribute.

## Score Point 1 (Example B)




Student names one correct attribute.

## Score Point 0 (Example A)




Student names an incorrect attribute.

⓬ This clock shows the time Terry needed to be at soccer practice.

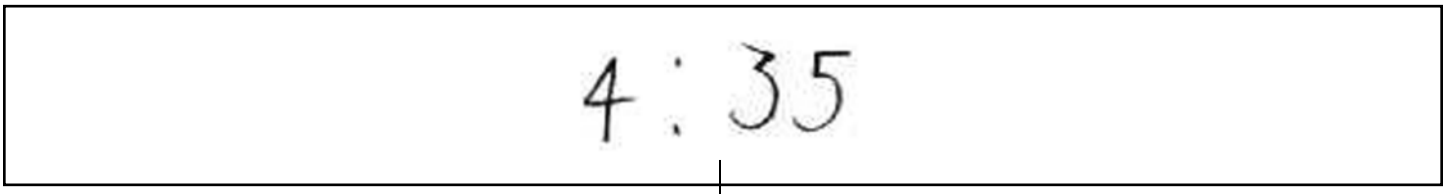

He was 5 minutes late to practice.

What time did Terry arrive at soccer practice?

**Scoring Guide:**

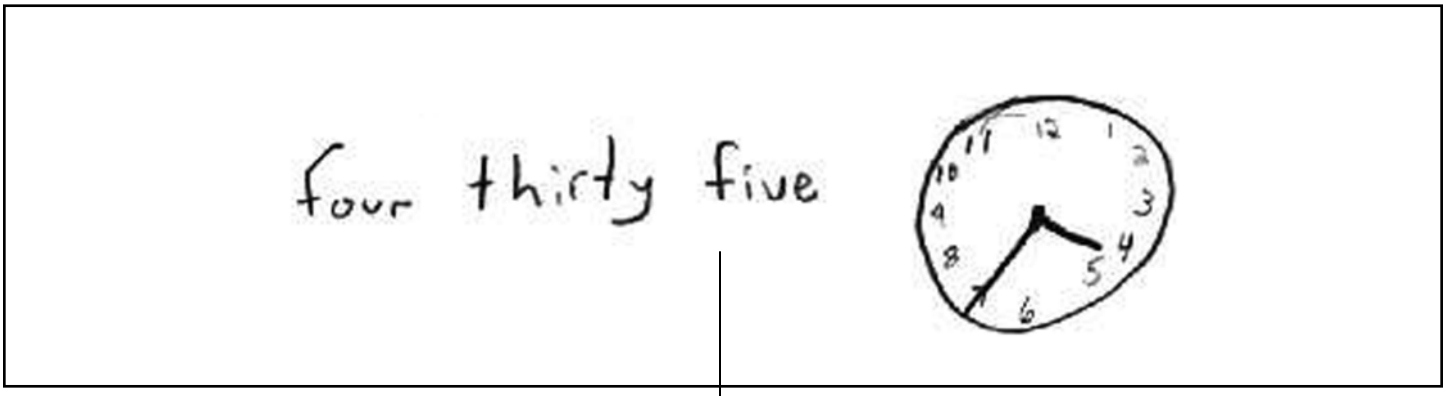
| Score | Description |
|---|---|
| **1** | Student provides correct time, **4:35**. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

## Score Point 1 (Example A)



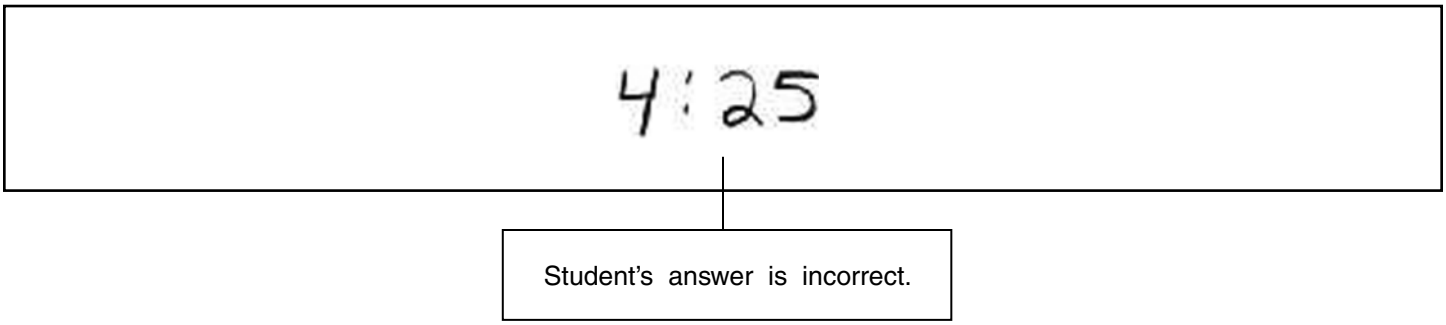

Student provides correct time.

## Score Point 1 (Example B)



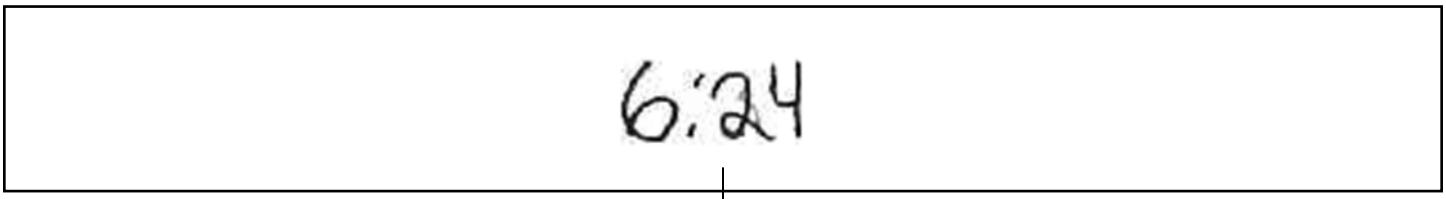

Student provides correct time. Note: Student would receive credit for either a correct written response or a correct pictorial response.

## Score Point 0 (Example A)




Student's answer is incorrect.

## Score Point 0 (Example B)




Student's answer is incorrect.

**13** Look at this number sentence.

$$\triangle + \triangle + \triangle = 7 + 2$$

Each triangle has the same value.

What is the value of each triangle?

**Scoring Guide:**

| Score | Description |
|---|---|
| **1** | Student gives correct value of triangle, **3**. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

## Score Point 1 (Example A)

3

Student gives the correct value.

## Score Point 1 (Example B)

Look at this number sentence.

Student gives the correct value.

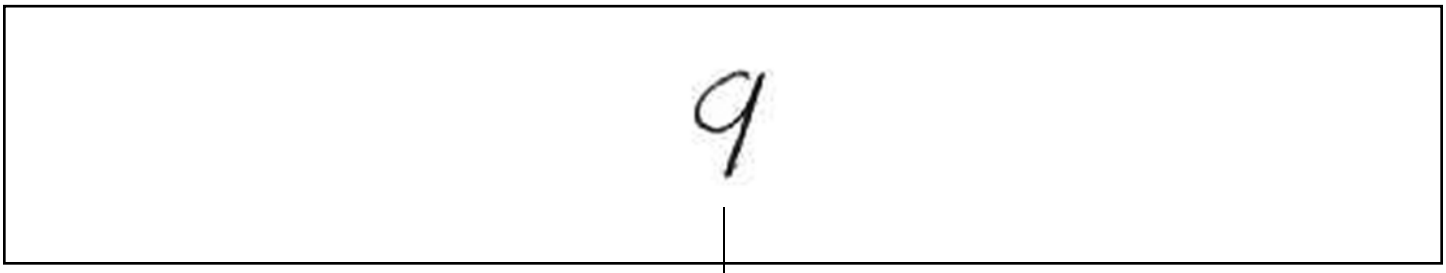
3 3 3 9
$\triangle + \triangle + \triangle = 7 + 2$

Each triangle has the same value.
What is the value of each triangle?

first I add 7+2=
9 then I thought what ×3=9?
I knew 3×3=9 so that is your
answer.

Although included and correct, explanation is not necessary for credit.

## SCORE POINT 0 (EXAMPLE A)



Student's answer is incorrect.

**14** Fran has three coins. Each coin has a different value. The total value of the coins is less than 30¢.

How much money does Fran have? Use a dollar sign ($) and a decimal point (.) to write your answer. Use numbers, words, or pictures to show your work or explain how you know.

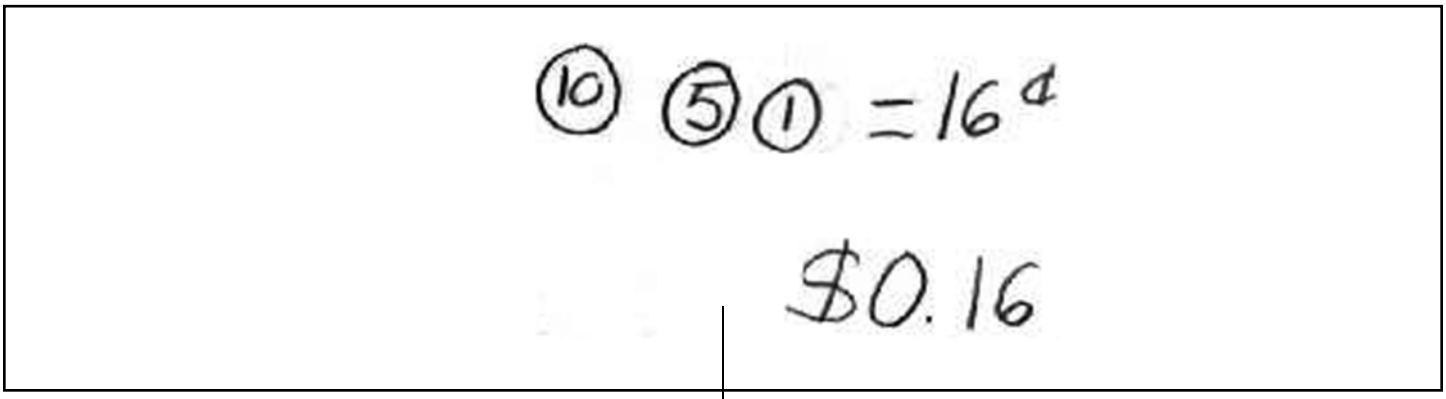
**Scoring Guide:**

| Score | Description |
|---|---|
| **2** | Student has correct answer, **$0.16**, written with a dollar sign and a decimal point, and gives appropriate strategy or explanation. |
| **1** | Student has correct answer, written with a dollar sign and a decimal point.<br>OR<br>Student shows appropriate strategy or explanation. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

**Sample Response:**

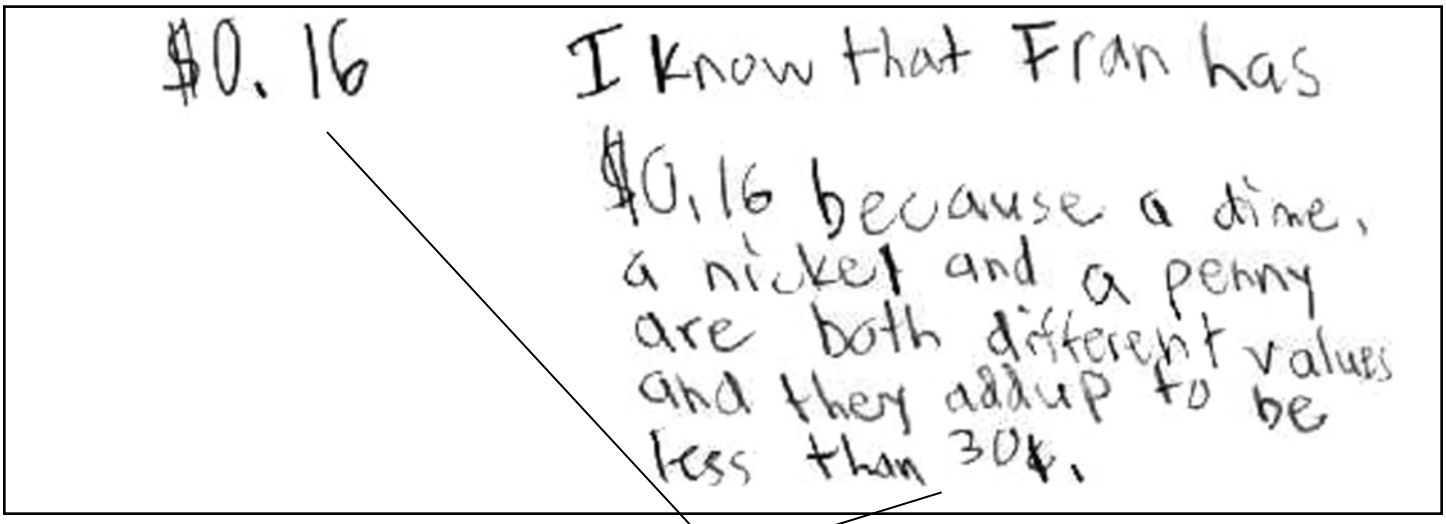
$0.16; She has a penny, nickel, and dime.

## Score Point 2 (Example A)




Student provides appropriate strategy and has correct answer, with a dollar sign and a decimal point. (2 points)

## Score Point 2 (Example B)

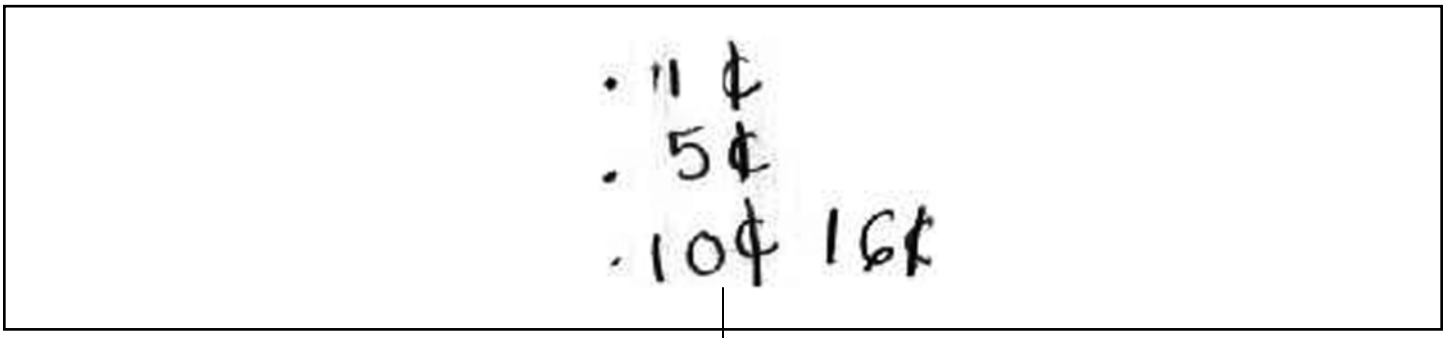



Student provides appropriate strategy and has correct answer, with a dollar sign and a decimal point. (2 points)

## Score Point 1 (Example A)

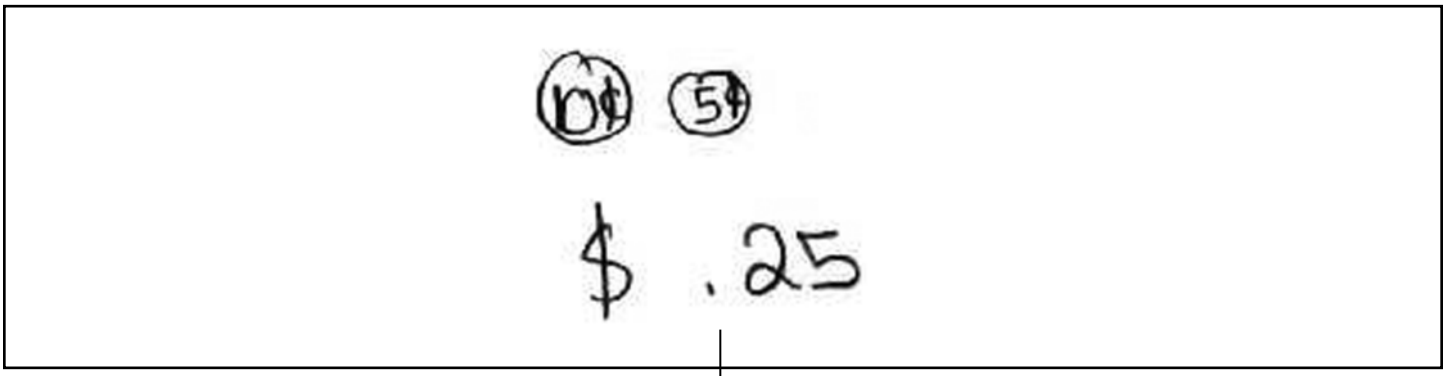

Student has correct answer (1 point) with no strategy or work shown (0 points).

## Score Point 1 (Example B)



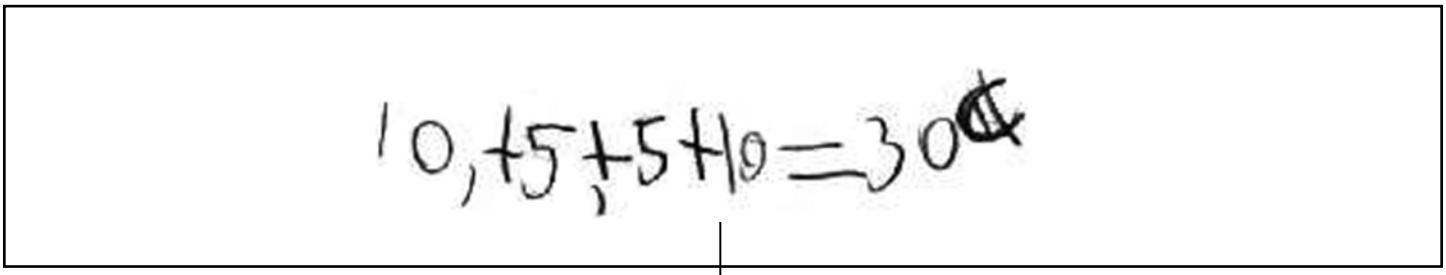

Student provides an appropriate strategy (1 point) but does not write answer with a dollar sign and a decimal point (0 points).

## Score Point 0 (Example A)




Student's answer is incorrect. (0 points)

## Score Point 0 (Example B)




Student's strategy is incorrect. (0 points)

**15** Jeanne earned $12.50 babysitting and $9.75 mowing the lawn. Then she spent $2.75. How much money does Jeanne have now? Show your work or explain how you know.

**Scoring Guide:**

| Score | Description |
|---|---|
| **2** | Student writes correct answer, **$19.50**, and provides appropriate strategy or explanation. |
| **1** | Student writes correct answer.<br>OR<br>Student provides appropriate strategy or explanation and one correct computation. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

**Sample Response:**

$12.50 + $9.75 = $22.25, and $22.25 – $2.75 = $19.50

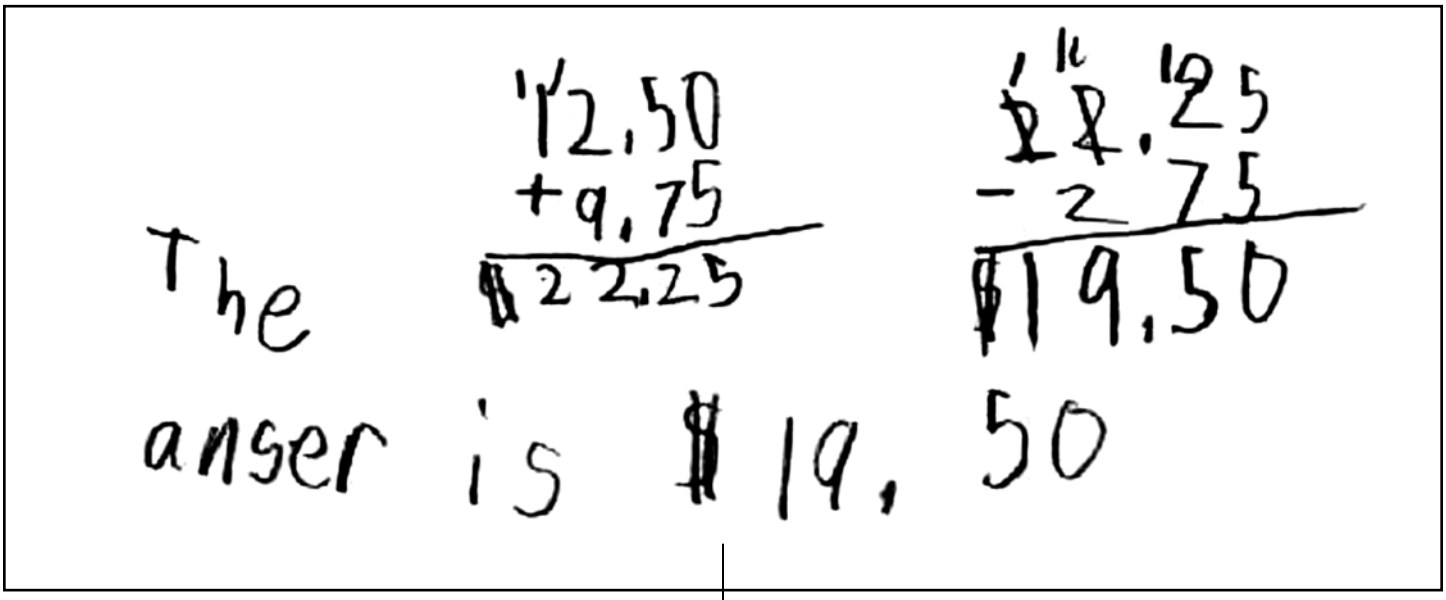
**Notes:**

- An equation is an acceptable explanation.
- One transposition or one copy error (can only drop or transpose 1 digit) with all computations correct receives a score 2

  Example of transposition error: $12.50 + $9.<u>57</u> = $22.07, and $22.07 – $2.75 = $19.32

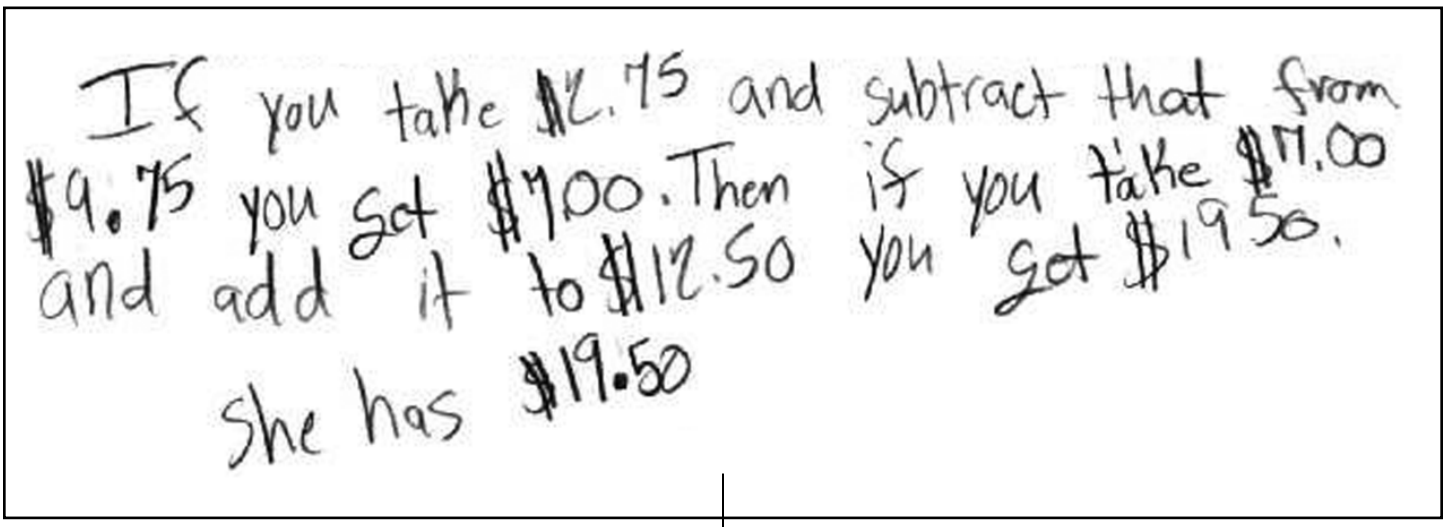
  Example of copy error: $12.50 + $9.75 = $22.25, and $22.25 – $2.<u>55</u> = $19.70

## Score Point 2 (Example A)



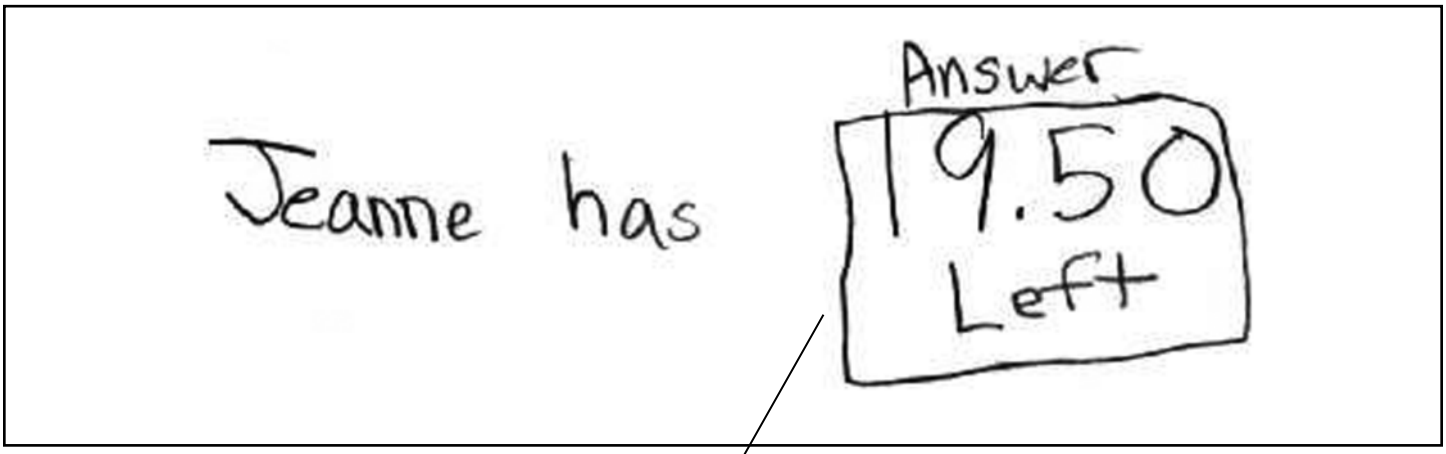

Student provides an appropriate strategy and has correct answer. (2 points)

## Score Point 2 (Example B)



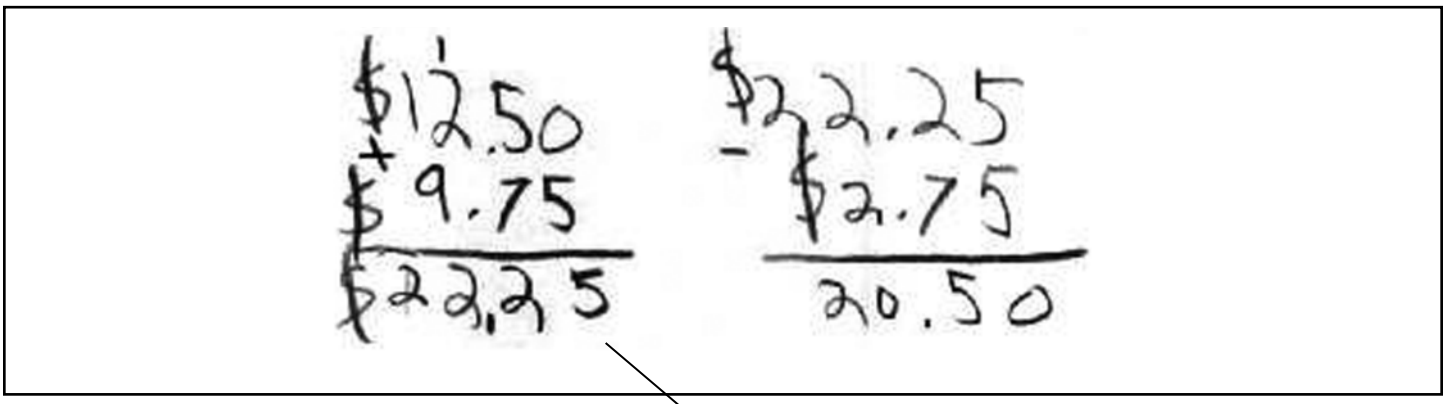

Student provides an appropriate strategy and has correct answer. (2 points)

## SCORE POINT 1 (EXAMPLE A)



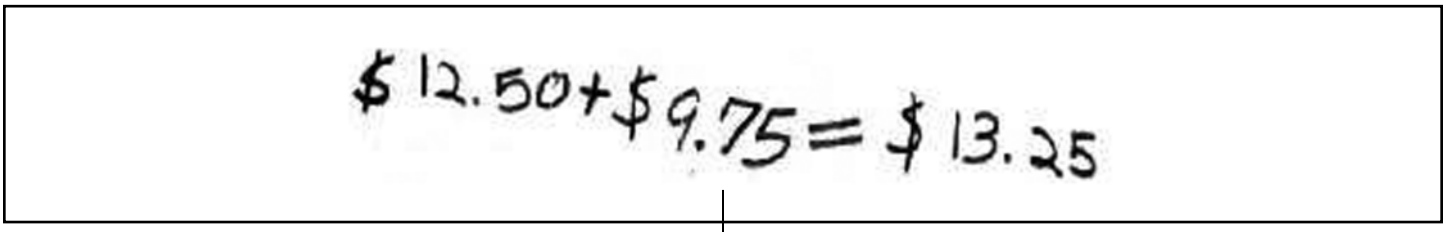

Student has correct answer (1 point) with no strategy or work shown (0 points).

## SCORE POINT 1 (EXAMPLE B)




Student provides an appropriate strategy with one correct computation. (1 point)

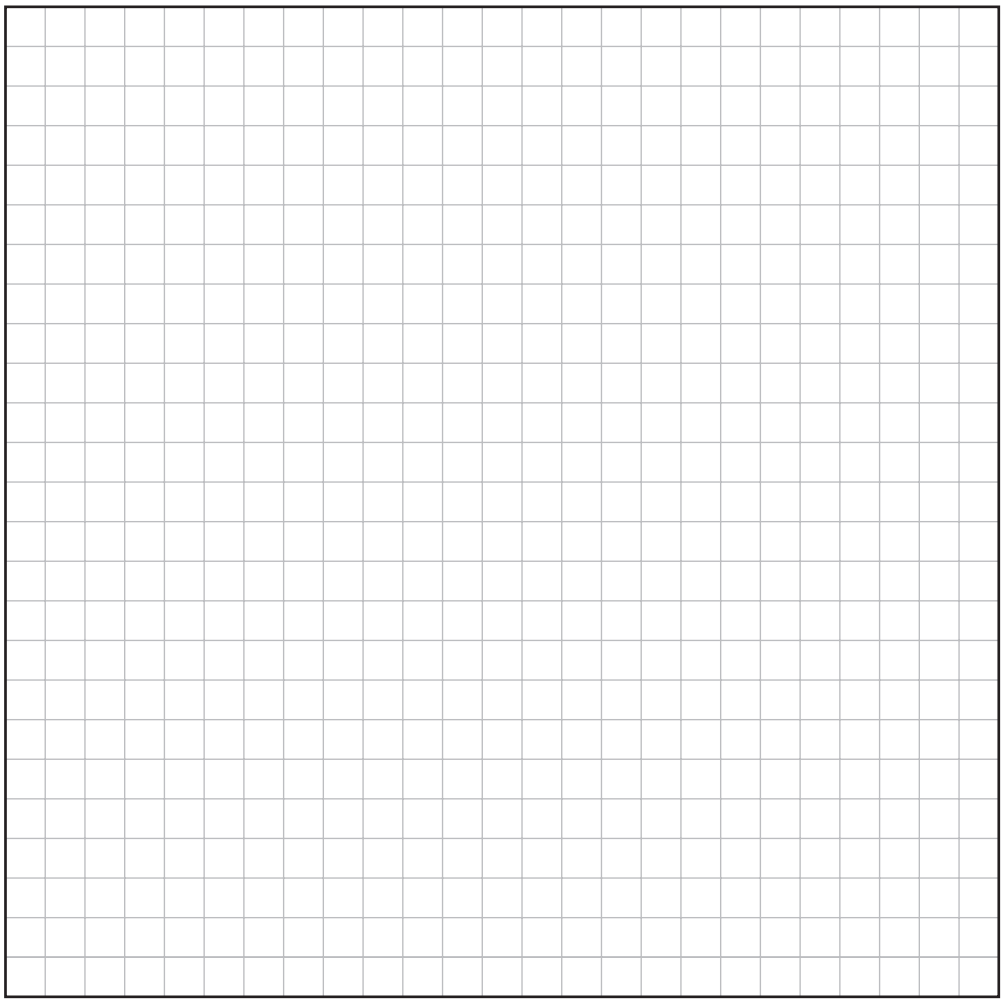
## SCORE POINT 0 (EXAMPLE A)




Student's strategy is incorrect. (0 points)

**16** Maria wants to make a garden with an area of 24 square feet. The garden must be rectangular.

On the grid below, draw 2 different rectangular gardens Maria could make. The distance around each garden must be different.



**Key**

represents 1 square foot

## Scoring Guide:

| Score | Description |
|---|---|
| **2** | Student draws two distinct rectangles with dimensions yielding an area of 24 square feet. |
| **1** | Student draws one distinct rectangle with dimensions yielding an area of 24 square feet. |
| **0** | Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured. |
| **Blank** | no response |

**Correct dimension examples:**

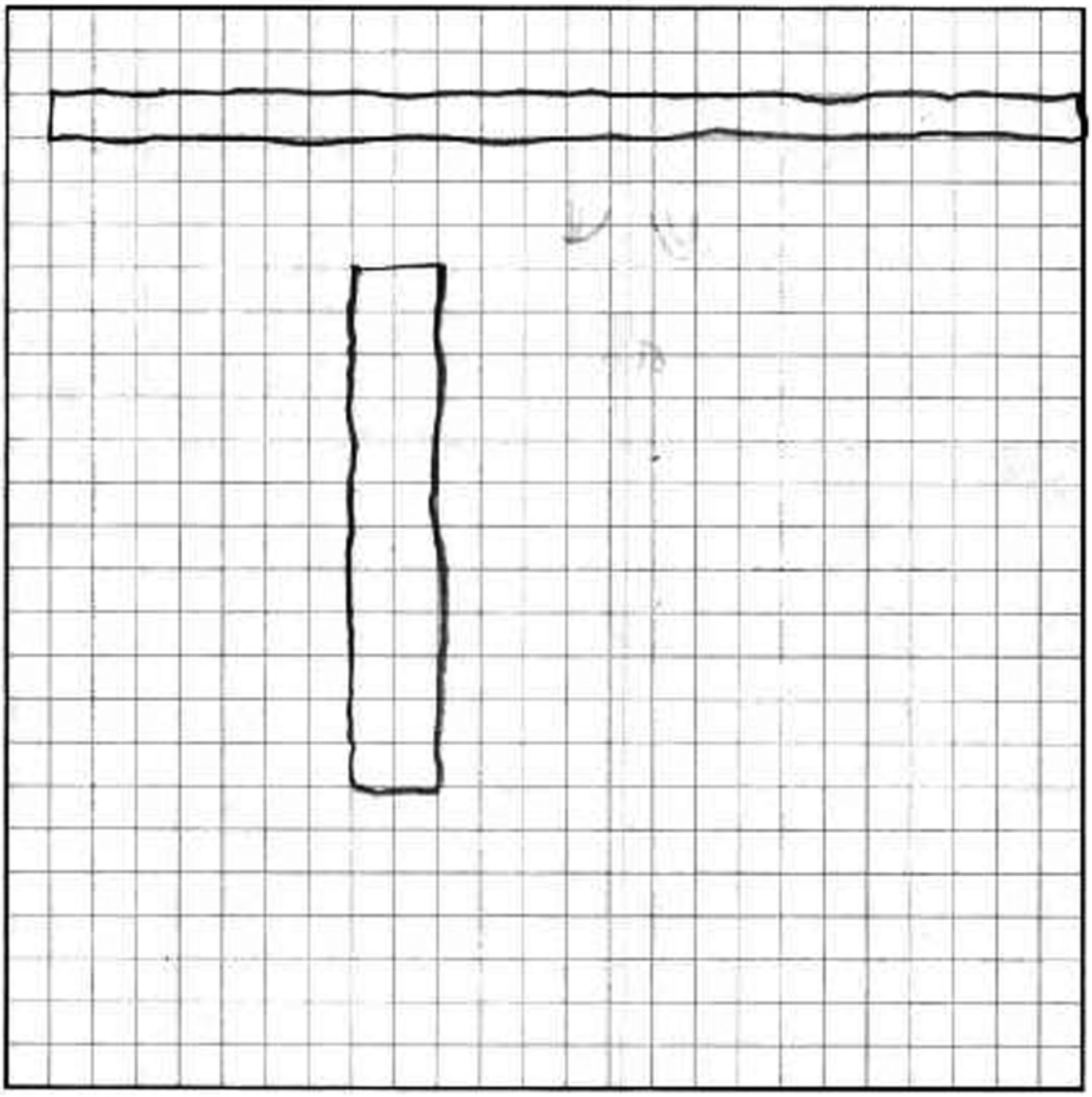
1 foot by 24 feet

2 feet by 12 feet

3 feet by 8 feet

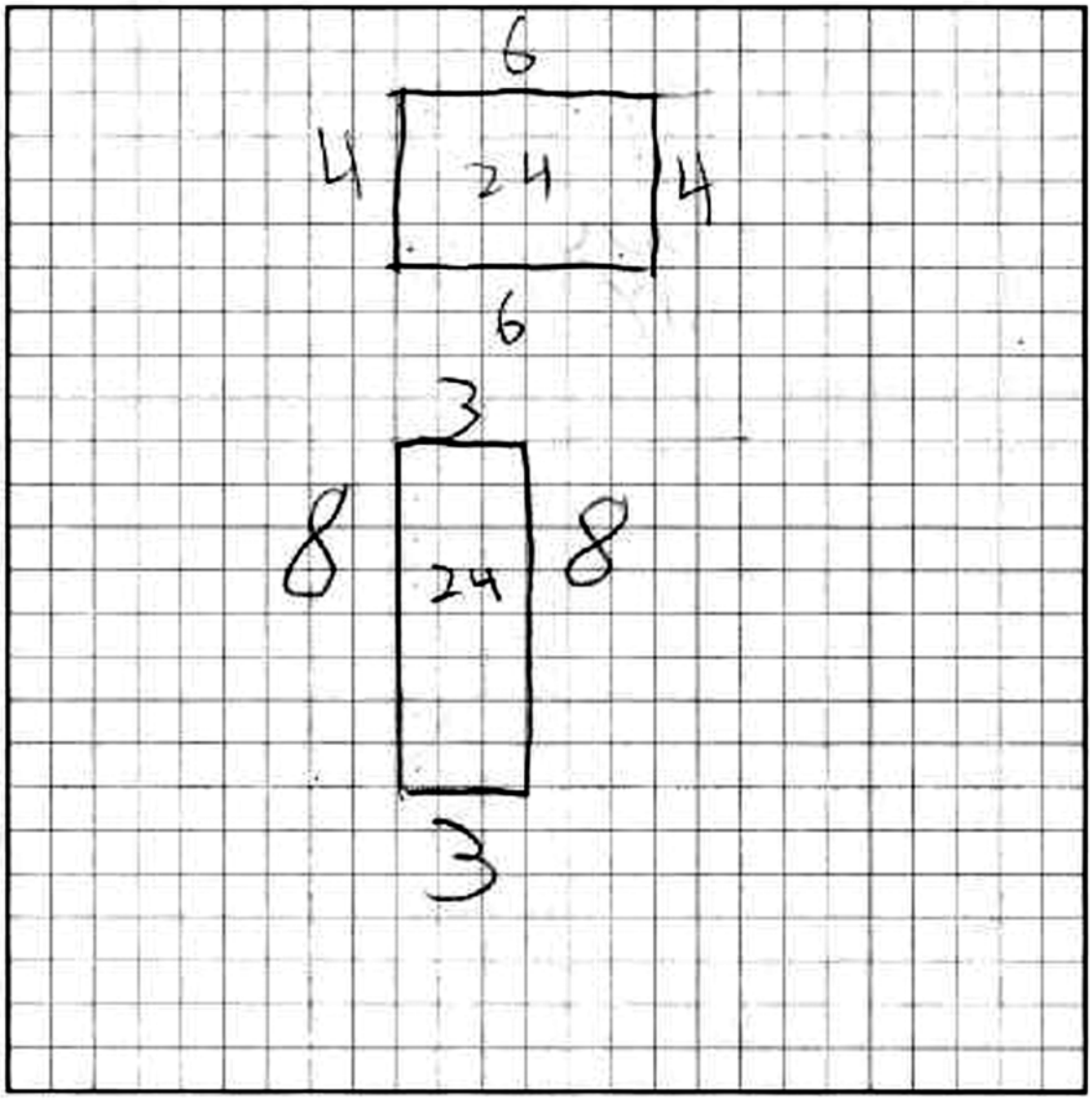
4 feet by 6 feet

## SCORE POINT 2 (EXAMPLE A)



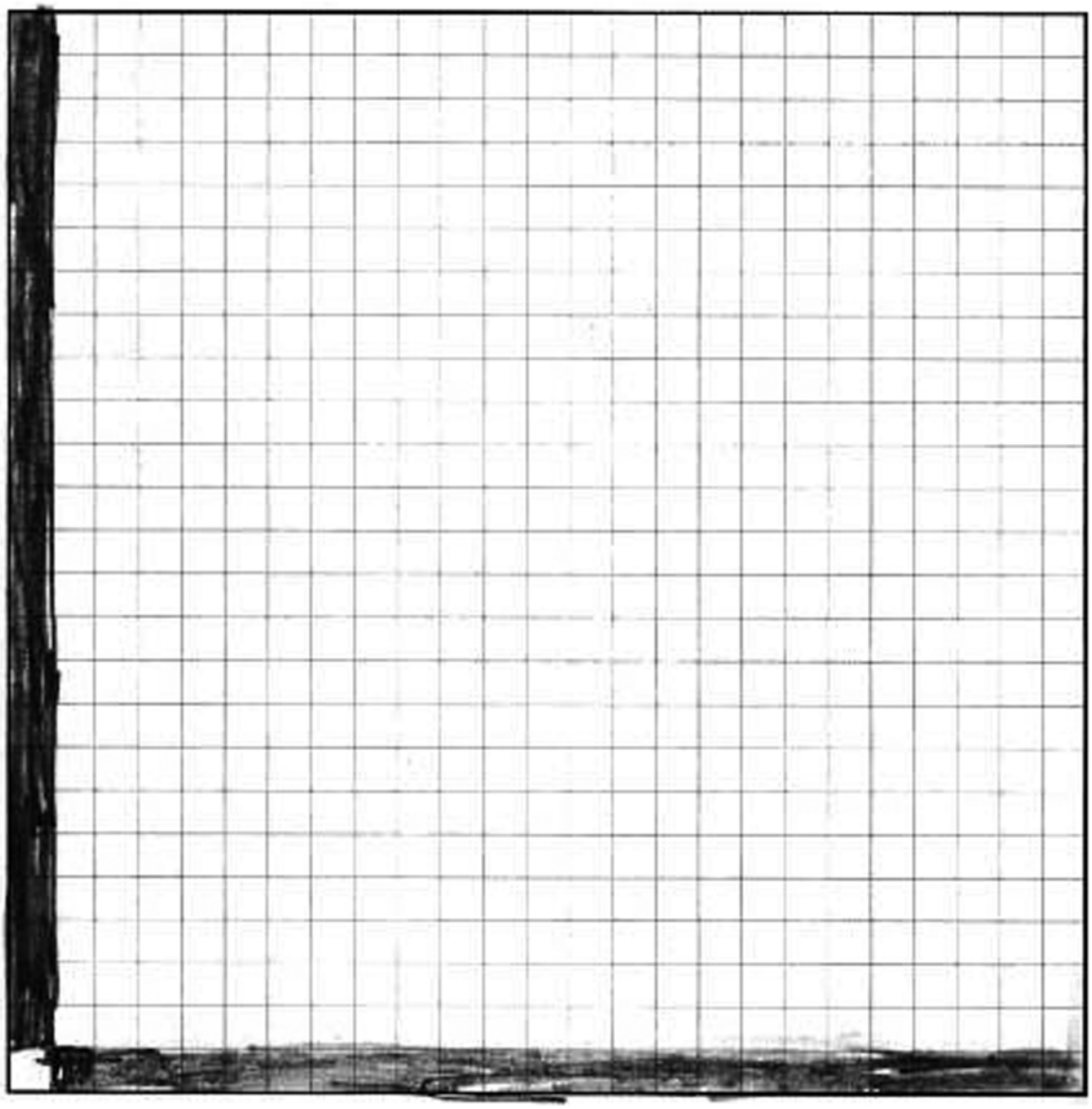
Student draws two noncongruent rectangles, each with an area of 24 square feet. (2 points)

## SCORE POINT 2 (EXAMPLE B)



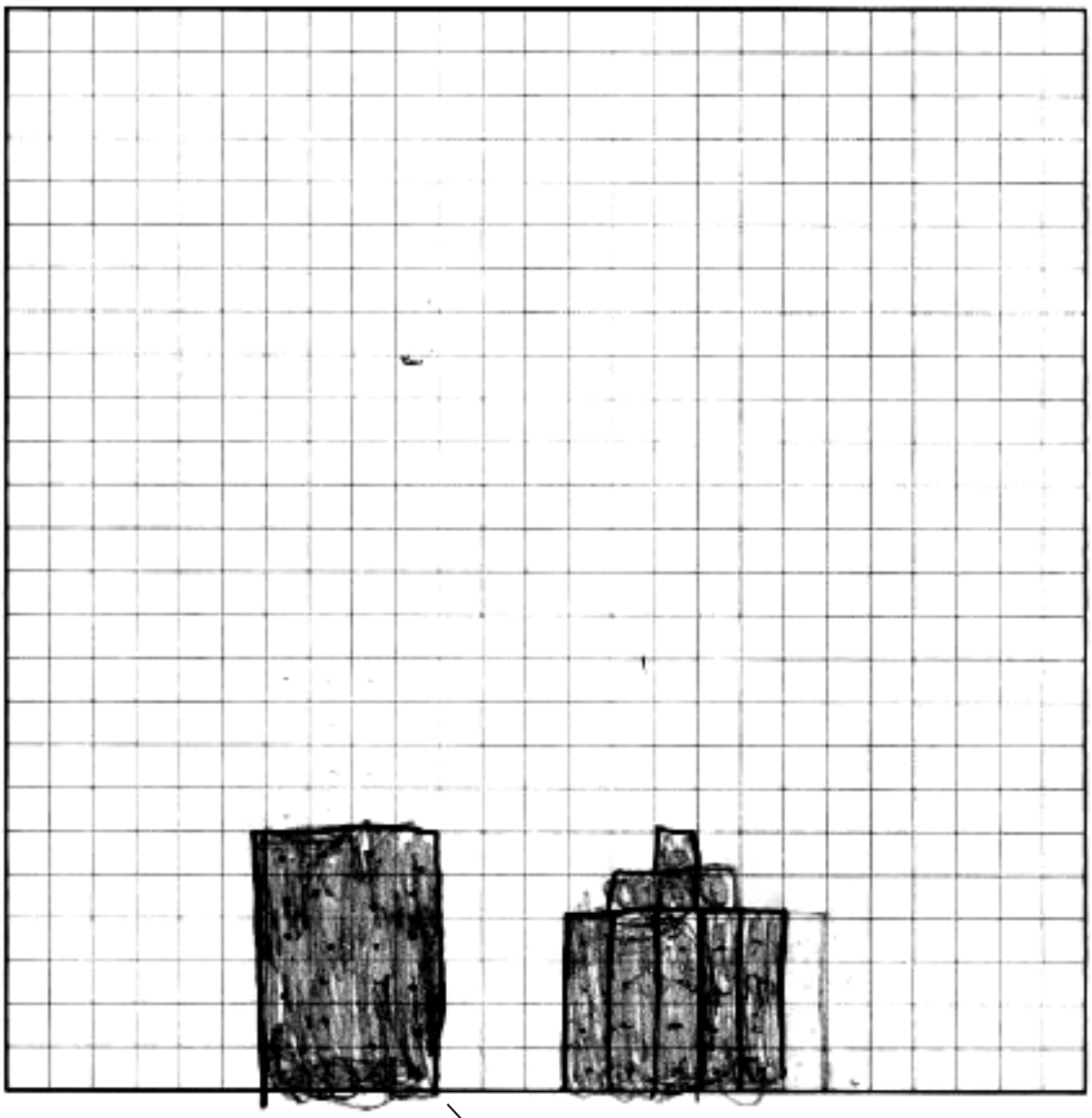

Student draws two noncongruent rectangles, each with an area of 24 square feet. (2 points)

## SCORE POINT 1 (EXAMPLE A)



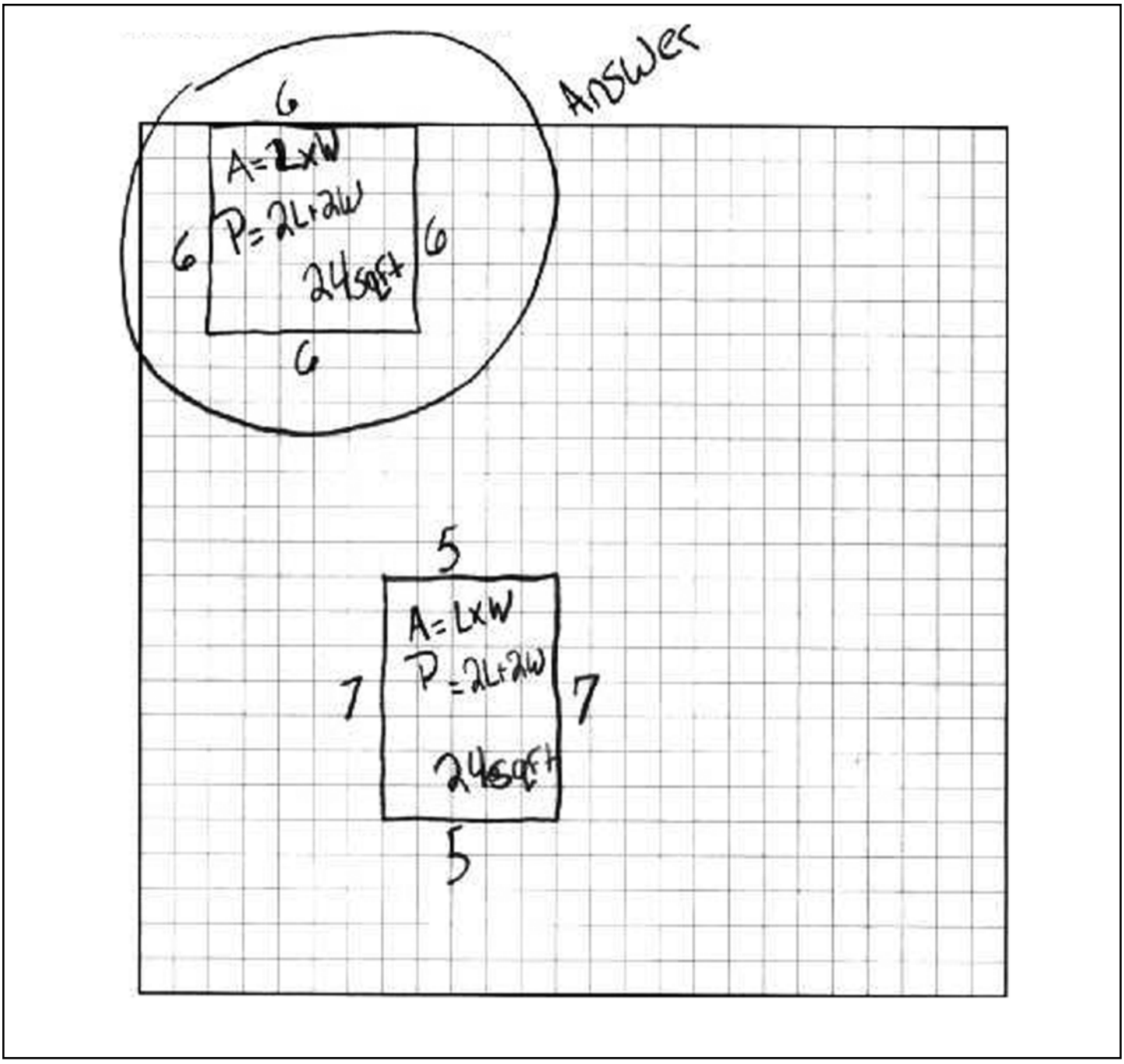
Student draws two congruent rectangles, each with an area of 24 square feet. (1 point)

## SCORE POINT 1 (EXAMPLE B)



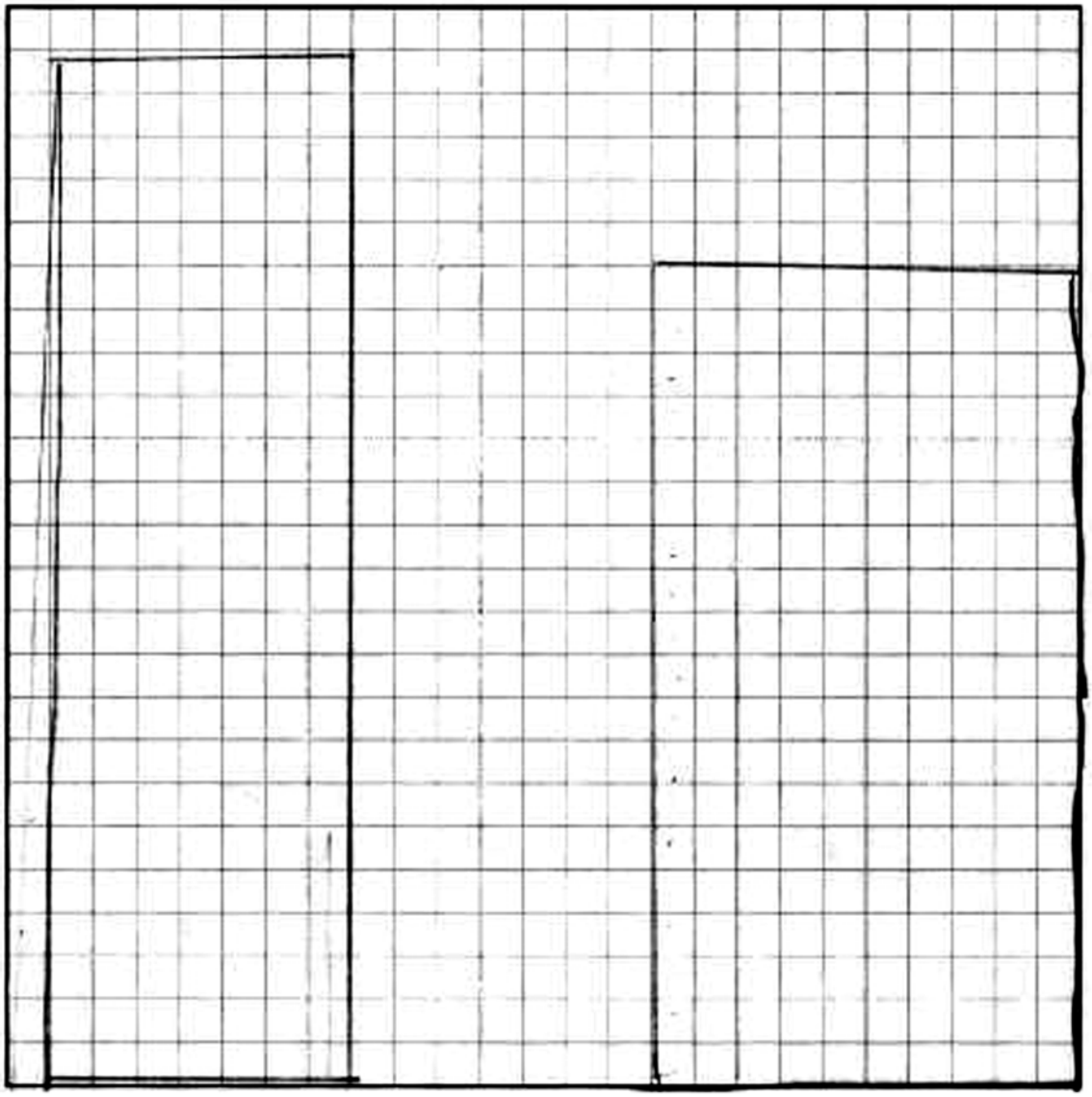
Student draws one rectangle with an area of 24 square feet. (1 point)

## SCORE POINT 0 (EXAMPLE A)




Student's response is incorrect because student shows two noncongruent rectangles with the same perimeter and different areas. (0 points)

## SCORE POINT 0 (EXAMPLE B)



Student shows two noncongruent rectangles that do not have the correct area of 24 square feet. (0 points)