

**Mississippi Assessment Program  
(MAP)**

**3<sup>rd</sup> Grade Mathematics**

**Performance Task:** The Mathematics, Grade 3 End-of-Course performance task will give students the opportunity to demonstrate their knowledge, precision, interpretation skills, and conceptual understanding in a measurable format related to creating and analyzing to model real world problems. This performance task will yield a tangible product (e.g., graphic display) and a series of written arguments that will measure the student’s proficiency level from the Mathematics, Grade 3 content standards. The performance task for 3<sup>rd</sup> grade will involve 3.NF.2, 3.NF.3, and 3.G.2 (Number and Operations Fractions and Geometry) one question worth 9 points.

**Closed-Ended Items:** Multiple Choice Static (MC) and Multiple Choice Select (MCMS)

Multiple –choice items are an efficient way to assess knowledge and skills, and they can be developed to measure each of the cognitive targets. In a well-designed multiple choice item, the stem clearly presents the question to the student. The stem may be in the form of a question, phrase, or an expression, as long as it conveys what is expected of the student. The stem is followed by four (or more for multi-select) answer choices, or options, only one of which is correct. For multi-select there are multiple keys in the options. A closed item with a single interaction is worth one point.

**Open-Ended Items:**

- Multi-select table
- Multiple-choice
- Select Text
- Drag and Drop (DD)
- Matching
- Two-Part (Two part items consist of two standards response items. The student answers part 1 first and then answers part 2, which is support or evidence for Part 1.
- **An open-ended, multiple choice item with a Part A and a Part B requires students to complete two interactions with the item (choosing an answer to Part A and choosing another answer for Part B) is worth two points.**
- **An open-ended, technology enhanced item that asks students to drag and drop responses into a table and requires students to complete multiple interactions in the item is worth two points. Partial credit is available for all two-point items.**

## Performance Task

Standard	Performance Task PT	Closed Ended	Open Ended	Total # Items	Total # Points
<b>Fraction Modeling</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>
<p><b>3. NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.  <b>A)</b> Represent a fraction <math>1/b</math> on a number line diagram by defining the interval 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p><b>3. NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  <b>A)</b> Understand two fractions as equivalent if they are the same size, or the same point on a number line.  <b>B)</b> Recognize and generate simple equivalent fractions, e.g., <math>\frac{1}{2} = \frac{2}{4}</math>, <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent, e.g., using a visual fraction model.  <b>C)</b> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = \frac{3}{1}</math>; recognize that <math>\frac{6}{1} = 6</math>; locate <math>\frac{4}{4}</math> and 1 at the same point on a number line diagram.  <b>D)</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>3. G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>

**\*The 3<sup>rd</sup> Grade Performance Task (Fraction modeling), five of the standards shall be used in the one performance task. The performance task is worth nine points towards the overall math score.\***

<b>Standard</b>	<b>Multiple Point Questions</b>	<b>Total # Items</b>	<b>Total # Points</b>	<b>% Points</b>
<b>Operations and Algebraic Thinking (OA)</b>	<b>1</b>	<b>18</b>	<b>19</b>	<b>19/57 (33%)</b>
<b>Number and Operations in Base Ten (NBT)</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>6/57 (11%)</b>
<b>Number and Operations Fractions (NF)</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>8/57 (14%)</b>
<b>Measurement and Data (MD)</b>	<b>0</b>	<b>12</b>	<b>12</b>	<b>12/57 (21%)</b>
<b>Geometry (G)</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3/57 (5%)</b>
<b>3.NF.2, 3.NF.3, and 3.G.2</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>9/57 (16%)</b>
<b>Total</b>	<b>3 Multiple Point Questions</b> <b>2 (two point questions)</b> <b>1 Performance Task worth 9 points</b>	<b>47 total questions</b> <b>44 (one point questions)</b>	<b>57 total points possible</b>	<b>57 total points possible</b>