

Print Student Name \_\_\_\_\_

2010–2011



Reading  
Mathematics  
Writing

GRADE

3

PRACTICE  
TEST BOOKLET  
WITH ANSWER  
KEY

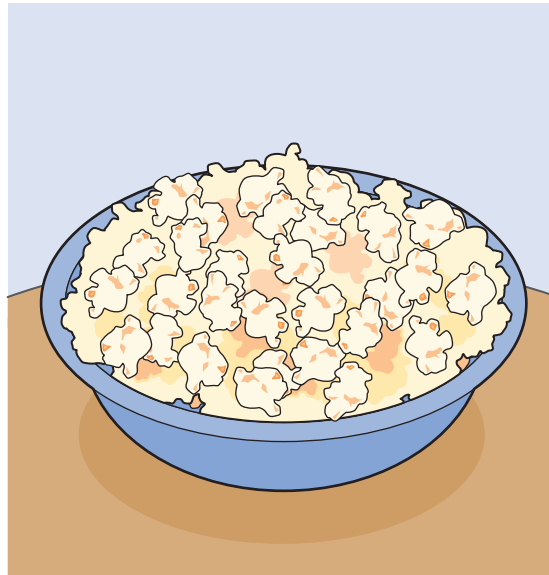
**DIRECTIONS**

Read the passage. Then read each question about the passage. This session has 7 multiple-choice questions worth 1 point each, 2 short-answer questions worth 2 points each, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer.



**CORRECT MARK** ○ ● ○ ○ **INCORRECT MARKS** ◐ ◑ ◒ ◓

## Hot Buttered Popcorn



Every Sunday night my dad makes his treat.  
 Standing in the kitchen, he says, “I need something to eat.”  
 I always know when he’s about to start.  
 I hear it with my ears, hear it with my heart.

5 Hot buttered popcorn.

Hard kernels spill into a dented pot.  
 Before long, the stove is just-right hot.  
 Bathed with oil, kernels sizzle and grow pale—  
 Ripe to explode, I can tell . . . I can *smell!*

10 Hot buttered popcorn.

Just in time, Dad claps on the lid.  
 It doesn’t match the pot—and what if it did?  
 A matching pot and lid couldn’t make corn any better,  
 Nor a microwave or a super-duper lid that drizzles butter.

15 Hot buttered popcorn.

**GO ON ►**

*Pop.*

*Pop, pop.*

*Pop, pip, pop.*

*Pop-pop-pop-pippity-pop.*

- 20 *Pippity-pippity, poppity, bing!*  
Just listen to that popcorn sing!  
Hot . . . buttered . . . popcorn.

The popping slows, and then it stops.

Dad listens for the very last pops

- 25 Before he dumps the whole pan full  
Into our Sunday night popcorn bowl.  
Hot buttered popcorn.

Then butter it, salt it, stir it up fluffy.

Dad says, "Aren't you glad I didn't make taffy?"

- 30 Watch a movie, play cards, and laugh.  
Eat like a buffalo, eat like a giraffe.  
Hot buttered popcorn.

Eating and laughing with my family—

That's what means the most to me.

- 35 Around the bowl, life feels right.  
That's the best part of popcorn on Sunday night.  
Hot buttered popcorn.

1 If the narrator wanted to learn who discovered popcorn, which would be the best source to use?

- (A) An encyclopedia
- (B) A dictionary
- (C) An atlas
- (D) A science text book

2 According to the poem, how often does Dad make popcorn?

- (A) Once a month
- (B) Once every day
- (C) Once a week
- (D) Once every year

3 What do the words “dented pot” most likely mean in line 6 of the poem?

- (A) The pot is broken and will not work properly.
- (B) The pot looks like it has been bumped and banged.
- (C) The popcorn damages the pot when it begins to pop.
- (D) The popcorn will not fit into the pot correctly.

4 Which of the following is most important to the narrator?

- (A) Spending time with family
- (B) Watching movies and playing cards
- (C) Knowing how to make popcorn
- (D) Putting salt and butter on the popcorn

- 5 Give two lines from the poem that express how the narrator feels about having popcorn.

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- 6 Which of the following words has the same vowel sound as the word sigh?

- (A) Like
- (B) Stick
- (C) Wish
- (D) Fierce

- 7 In the poem, the author creates a sense of —

- (A) disappointment
- (B) excitement
- (C) concern
- (D) fairness

- 8 List one place where the reader could find more information about popcorn. Give the reason why this would be the best place to find information.

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- 9 Which of the following words from the poem has the same vowel sound as the word whole?

- (A) Movie
- (B) Oil
- (C) Corn
- (D) Bowl



**DIRECTIONS**

Read each question or problem carefully. Then answer the question or work the problem. This session has 5 multiple-choice questions worth 1 point each and 2 short-answer questions worth 2 points each. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers.

- 1 Which of the following objects is closest to one inch in length?

- (A) Pen
- (B) Scissors
- (C) Paper clip
- (D) Ruler

- 2 Eric has a bucket full of golf balls. The table below shows the number of each color of golf ball in the bucket.

**Golf Ball Colors**

Color	Number
White	7
Green	3
Red	4
Yellow	6

He will reach into the bucket and choose 1 golf ball without looking.

What is the probability that Eric will choose a green golf ball?

- (A) 3 out of 20
- (B) 3 out of 17
- (C) 4 out of 16
- (D) 4 out of 20

- 3 John had 187 seashells. After giving some to his brother, he had 93 seashells left. The number sentence below can be used to find the number of seashells John gave his brother.

$$187 - \square = 93$$

What number should be placed in the box to make the number sentence true?

- (A) 280
- (B) 187
- (C) 104
- (D) 94

- 4 Helen surveyed 70 students at her school to find whether or not playing soccer was their favorite recess activity. The table shows the number of girls and boys she surveyed.

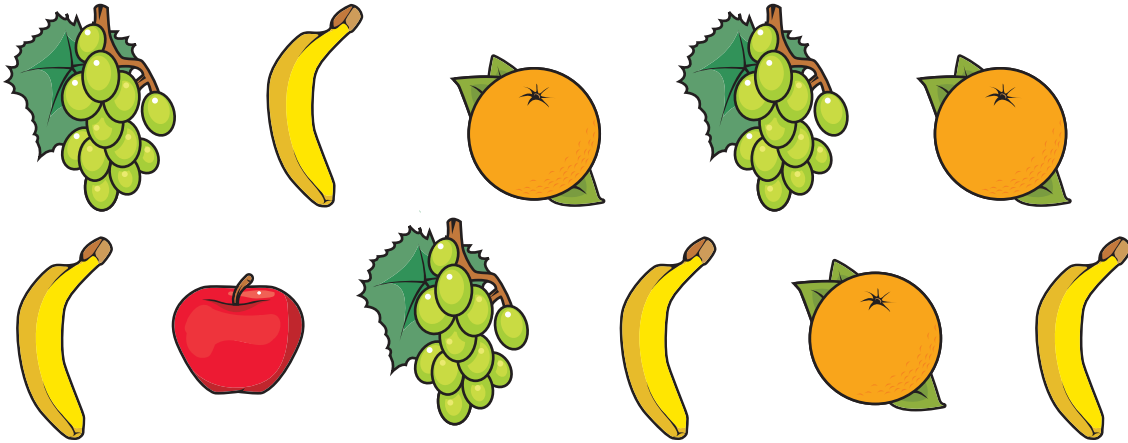
**Helen's Soccer Survey**

Student	Number Surveyed
Boys	50
Girls	20

Which statement best describes why Helen's survey is not a fair one?

- (A) More boys than girls were surveyed.
- (B) Boys like soccer more than girls.
- (C) Parents and teachers were not surveyed.
- (D) Girls play soccer better than boys.

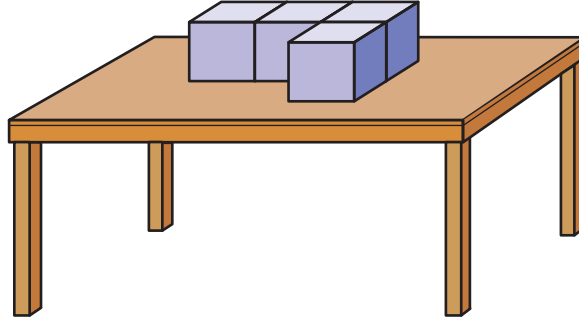
- 5 The picture below shows the different numbers of fruit in a bowl.



What is the likelihood of choosing an apple?

- (A) Certain
- (B) Likely
- (C) Unlikely
- (D) Impossible

- 6 Pauline bought four packages of napkins for a picnic. The packages were all the same size and shape. She placed all four packages on a table, as shown below.



Draw a picture of the top view of the packages of napkins Pauline placed on the table. Use words, numbers, or pictures to explain your answer.

- 7 Mr. Ortiz built a rectangular patio. The length of the patio was 8 feet, and the width was 6 feet.

A. What is the area, in square feet, of Mr. Ortiz's patio? Use words, numbers, or pictures to explain your answer.

$$(\text{Area} = \text{length} \times \text{width})$$

B. Mr. Ortiz wants to add 2 feet to the length of his patio.

What will be the area, in square feet, of the patio after Mr. Ortiz adds the 2 feet to its length? Use words, numbers, or pictures to explain your answer.

**DIRECTIONS**

Read each question or problem carefully. Then answer the question or work the problem. This session has 5 multiple-choice questions worth 1 point each, 1 short-answer question worth 2 points, and 1 open-ended question worth 4 points. For each multiple-choice question, decide which is the best answer. Be sure to mark, write, or draw your answers.

- 8 The table below shows the distance four students traveled during their summer vacation.

**Summer Vacation Travel**





Student	Distance Traveled (miles)
Mike	516
Angie	327
Theresa	542
Paul	480


Which of the following shows the distances traveled in order from least to greatest?

- (A) 327, 480, 516, 542
- (B) 480, 542, 516, 327
- (C) 516, 327, 542, 480
- (D) 542, 516, 480, 327

- 9 The pictograph shows the number of books read by each of four students during a summer book-reading program.

**Summer Book-Reading Program**

Student	Number of Books Read
Merlyn	
Jones	
Christine	
James	

Each  represents 2 books.

Based on the pictograph, how many more books did James read than Merlyn?

- (A)  $\frac{1}{2}$
- (B) 1
- (C)  $2\frac{1}{2}$
- (D) 5

- 10 Naomi has a square piece of paper, as shown below.



Naomi wants to cut the piece of paper into equal-sized sections using lines of symmetry.

What is the greatest number of lines of symmetry that can be drawn on a square?

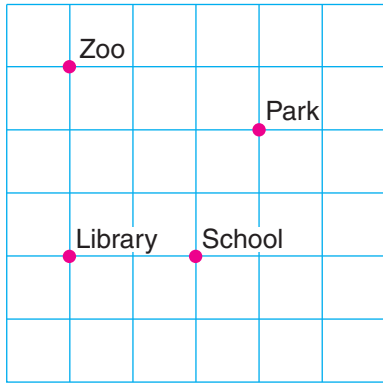
- (A) 1
- (B) 2
- (C) 4
- (D) 8

- 11 Brandon bought 184 stickers. He wants to put an equal number of stickers inside each of 8 gift bags.

Which of the following should Brandon use to find the number of stickers to put inside each gift bag?

- (A) Add 8 to 184
- (B) Divide 184 by 8
- (C) Multiply 184 by 8
- (D) Subtract 8 from 184

- 12 Keith plotted four locations on a grid, as shown below.

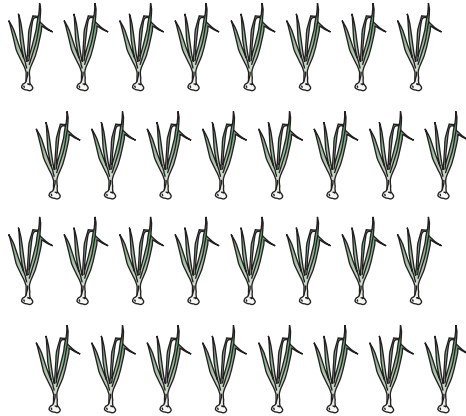


Each  represents 1 mile.

What is the shortest possible distance along the grid lines from the park to the school?

- (A) 2 miles
- (B) 3 miles
- (C) 4 miles
- (D) 5 miles

- 13 The picture below shows the rows of onion plants Carmen planted in her garden during the morning. She planted the same number of onion plants in each row.



Carmen planted 4 more rows of onion plants in her garden by the end of the day.

What was the total number of onion plants Carmen planted in her garden by the end of the day? Use words, numbers, or pictures to explain your answer.

- 14 Isabel used a rule to make the number pattern shown below. She began her pattern with the number 4.

4, 8, 16, 32, 64

- A. What could be the rule Isabel used to make her number pattern? Use words, numbers, or pictures to explain your answer.
- B. Isabel is making a second number pattern starting with the number 3. Use the rule from Part A to complete this pattern. Use words, numbers, or pictures to explain your answer.

3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Jacob used a different rule to make a number pattern. He began his pattern with the number 7.

- C. Write the first 5 numbers that could be in Jacob's number pattern. Use words, numbers, or pictures to explain Jacob's pattern rule.

**DIRECTIONS**

Read each sentence. The sentence with words that are underlined may have a mistake in punctuation, capitalization, or word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*. The sentence without underlined words may have a mistake in sentence structure. If you find a mistake, choose the answer that is written most clearly and correctly. Choose *Correct as is* if there is no mistake. Multiple-choice questions are worth 1 point each.

- 1 The United states sent the first man to the moon in 1969.
- (A) United States sent the first man
  - (B) united states sent the first man
  - (C) united States sent the first man
  - (D) *Correct as is*
- 2 I found under a pile of leaves a lost kitten in the yard hiding.
- (A) In the yard, under a pile of leaves, a lost kitten hiding I found.
  - (B) I found a lost kitten hiding under a pile of leaves in the yard.
  - (C) Hiding in the yard, a lost kitten I found in a pile of leaves.
  - (D) *Correct as is*

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 READING**

5. Give two lines from the poem that express how the narrator feels about having popcorn.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student gives two lines from the poem that express how the narrator feels about having popcorn. Responses may include: <ul style="list-style-type: none"><li>• “I hear it with my ears, hear it with my heart.”</li><li>• “A matching pot and lid couldn’t make corn any better.”</li><li>• “Eat like a buffalo, eat like a giraffe.”</li><li>• “Eating and laughing with my family—that’s what means the most to me.”</li><li>• “That’s the best part of popcorn on Sunday night.”</li></ul>
<b>1</b>	The student only gives one line from the poem that expresses how the narrator feels about having popcorn.
<b>0</b>	The student does not give any lines from the poem that express how the narrator feels about having popcorn, or the response is incorrect or irrelevant.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 READING**

8. List one place where the reader could find more information about popcorn. Give the reason why this would be the best place to find information.

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	<p>The student lists one place where the reader could find more information about popcorn and explains why the place they name would be the best place to find more information. For example,</p> <ul style="list-style-type: none"><li>• The student could state that an encyclopedia would be the best place to find information and explain that the encyclopedia has information about many different topics.</li><li>• The student could state that the Internet would be the best place to find information and explain that it is easy to type in a key word and the Internet will bring up many different articles about the topic the student inquired about.</li></ul>
<b>1</b>	<p>The student lists one place where the reader could find more information about popcorn, but does not explain why the place they name would be the best place to find more information or vice versa.</p>
<b>0</b>	<p>The student does not list any places where the reader could find more information about popcorn and does not explain why the place they name would be the best place to find more information, or the response is incorrect or irrelevant.</p>

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 READING**

10. Explain why the narrator will most likely make popcorn for his own family when he is a dad. Use details from the poem to support your answer.

**Scoring Guide**

Score	Description
4	<p>The response includes a thorough explanation of why the narrator will most likely make popcorn for his own family when he is a dad and includes complete details for support. Details may include, but are not limited to, the following: (Responses may vary)</p> <ul style="list-style-type: none"> <li>• The narrator will most likely make popcorn when he has a family of his own because he enjoys Sunday nights when his dad makes popcorn.</li> <li>• The reader can tell the narrator enjoys his dad’s popcorn making because he repeats the phrase “Hot Buttered Popcorn” throughout the poem.</li> <li>• The narrator describes the popcorn making process in detail.</li> <li>• The narrator tells how the family eats the popcorn.</li> <li>• The narrator talks about eating and laughing with his family.</li> <li>• The narrator says he can hear it with his ears and his heart when his dad is making popcorn.</li> <li>• Because of the positive experiences the narrator has with his dad making popcorn, he will probably make popcorn for his own family in the future.</li> </ul>
3	<p>The response includes an adequate explanation of why the narrator will most likely make popcorn for his own family when he is a dad and includes some details for support. The response is not as complete or in-depth as a score point 4 response.</p>
2	<p>The response includes a partial explanation of why the narrator will most likely make popcorn for his own family when he is a dad, but support is skeletal and lacks organization.</p>
1	<p>The response includes a bare explanation of why the narrator will most likely make popcorn for his own family when he is a dad in the future and includes little or no details for support.</p>
0	<p>The response does not include an explanation of why the narrator will most likely make popcorn for his own family when he is a dad, or the response is incorrect or irrelevant.</p>

**GRADE 3 ENGLISH READING PRACTICE TEST ANSWER KEY**

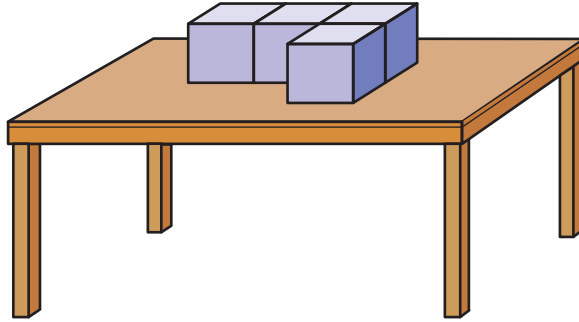
Question Number	1	2	3	4	5	6	7	8	9	10
<b>Strand<sup>1</sup></b>	I	I	I	III	III	I	I	I	I	III
<b>Benchmark</b>	B	C	D	B	B	D	C	B	D	B
<b>Performance Standard</b>	2	1	6	2c	2c	1	1	1	1	2e
<b>Depth of Knowledge</b>	3	1	3	2	2	1	3	3	1	3
<b>Item Type<sup>2</sup></b>	MC	MC	MC	MC	SA	MC	MC	SA	MC	OE
<b>Answer Key</b>	A	C	B	A		A	B		D	
<b>Total Possible Points</b>	1	1	1	1	2	1	1	2	1	4

<sup>1</sup>Strand: I = Comprehension, III = Literature

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 3 MATH

6. Pauline bought four packages of napkins for a picnic. The packages were all the same size and shape. She placed all four packages on a table, as shown below.



Draw a picture of the top view of the packages of napkins Pauline placed on the table. Use words, numbers, or pictures to explain your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

**Scoring Guide**

<b>Score</b>	<b>Description</b>
<b>2</b>	The student response <ul style="list-style-type: none"><li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li><li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li><li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li><li>• contains sufficient work to convey thorough understanding of the problem.</li></ul>
<b>1</b>	The student response <ul style="list-style-type: none"><li>• offers a correct solution with no supporting evidence or explanation.</li><li>• offers a partially correct answer to the problem.</li><li>• may contain flaws indicating an incomplete understanding of the task or concept.</li><li>• may show faulty reasoning leading to weak answers or conclusions.</li><li>• may demonstrate unclear communication in writing or diagrams.</li><li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li></ul>
<b>0</b>	The student response <ul style="list-style-type: none"><li>• gives an incorrect response with no work shown.</li><li>• offers no mathematical understanding of the problem.</li><li>• does not address the problem.</li></ul>

**Sample response**

Pauline's packages are arranged with a top row of 3 boxes and a bottom row of 1 box. The 1 box in the bottom row is on the right side of the row.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

7. Mr. Ortiz built a rectangular patio. The length of the patio was 8 feet, and the width was 6 feet.
- A. What is the area, in square feet, of Mr. Ortiz's patio? Use words, numbers, or pictures to explain your answer.

$$(\text{Area} = \text{length} \times \text{width})$$

- B. Mr. Ortiz wants to add 2 feet to the length of his patio.

What will be the area, in square feet, of the patio after Mr. Ortiz adds the 2 feet to its length? Use words, numbers, or pictures to explain your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

**Scoring Guide**

Score	Description
2	<p>The student response</p> <ul style="list-style-type: none"><li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li><li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li><li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li><li>• contains sufficient work to convey thorough understanding of the problem.</li></ul>
1	<p>The student response</p> <ul style="list-style-type: none"><li>• offers a correct solution with no supporting evidence or explanation.</li><li>• offers a partially correct answer to the problem.</li><li>• may contain flaws indicating an incomplete understanding of the task or concept.</li><li>• may show faulty reasoning leading to weak answers or conclusions.</li><li>• may demonstrate unclear communication in writing or diagrams.</li><li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li></ul>
0	<p>The student response</p> <ul style="list-style-type: none"><li>• gives an incorrect response with no work shown.</li><li>• offers no mathematical understanding of the problem.</li><li>• does not address the problem.</li></ul>

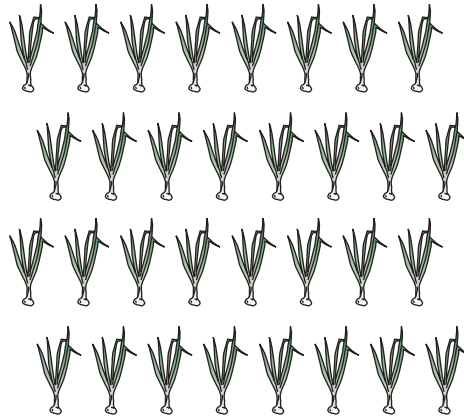
**Sample responses**

A)  $a = lw = 8(6) = 48$  [ft.<sup>2</sup>]

B)  $a = lw = (8+2)(6) = 10(6) = 60$  [ft.<sup>2</sup>]

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 3 MATH

13. The picture below shows the rows of onion plants Carmen planted in her garden during the morning. She planted the same number of onion plants in each row.



Carmen planted 4 more rows of onion plants in her garden by the end of the day.

What was the total number of onion plants Carmen planted in her garden by the end of the day? Use words, numbers, or pictures to explain your answer.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

**Scoring Guide**

Score	Description
2	The student response <ul style="list-style-type: none"><li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li><li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li><li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li><li>• contains sufficient work to convey thorough understanding of the problem.</li></ul>
1	The student response <ul style="list-style-type: none"><li>• offers a correct solution with no supporting evidence or explanation.</li><li>• offers a partially correct answer to the problem.</li><li>• may contain flaws indicating an incomplete understanding of the task or concept.</li><li>• may show faulty reasoning leading to weak answers or conclusions.</li><li>• may demonstrate unclear communication in writing or diagrams.</li><li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li></ul>
0	The student response <ul style="list-style-type: none"><li>• gives an incorrect response with no work shown.</li><li>• offers no mathematical understanding of the problem.</li><li>• does not address the problem.</li></ul>

**Sample responses**

Carmen planted 64 onion plants.

I counted 32 onion plants [in 4 rows] and then doubled them to make 64 onion plants in all

Or

$$8 \times 4 = 32 \text{ and } 8 \times 4 = 32 \text{ and } 32 + 32 = 64$$

Or

$$8 \times 8 = 64$$

Or

$$8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 = 64$$

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

14. Isabel used a rule to make the number pattern shown below. She began her pattern with the number 4.

4, 8, 16, 32, 64

- A. What could be the rule Isabel used to make her number pattern? Use words, numbers, or pictures to explain your answer.
- B. Isabel is making a second number pattern starting with the number 3. Use the rule from Part A to complete this pattern. Use words, numbers, or pictures to explain your answer.

3, \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Jacob used a different rule to make a number pattern. He began his pattern with the number 7.

- C. Write the first 5 numbers that could be in Jacob's number pattern. Use words, numbers, or pictures to explain Jacob's pattern rule.

**NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE**  
**GRADE 3 MATH**

**Scoring Guide**

Score	Description
<b>4</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution and is well supported by well-developed and accurate explanations.</li> <li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor errors that do not detract from the overall quality of the student response.</li> <li>• is clearly organized and focused, and shows a mathematical understanding of the task or concept.</li> <li>• contains sufficient work to convey thorough understanding of the problem.</li> </ul>
<b>3</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a generally correct solution, but contains minor flaws in reasoning or computation.</li> <li>• gives evidence that an appropriate problem-solving strategy was selected and implemented, but may contain minor arithmetic or algebraic errors that do detract from the overall quality of the student response.</li> <li>• is clearly focused and well organized, but neglects some aspect of the complete solution to the problem.</li> <li>• lacks significant detail to convey thorough understanding of the task or concept to warrant a 4.</li> </ul>
<b>2</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a partially correct answer to the problem.</li> <li>• may contain flaws indicating an incomplete understanding of the task or concept.</li> <li>• may show faulty reasoning leading to weak answers or conclusions.</li> <li>• may demonstrate unclear communication in writing or diagrams.</li> <li>• may demonstrate a poor understanding of relevant mathematical procedure or concepts.</li> </ul>
<b>1</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• offers a correct solution with no supporting evidence or explanation.</li> <li>• offers little or no supporting detail, conveying limited understanding.</li> <li>• contains numerous errors in computation and reasoning that detract from the overall quality of the response.</li> <li>• provides vague interpretation to the solution/explanation, indicating little or no mathematical understanding of the task or concept.</li> </ul>
<b>0</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• gives an incorrect response with no work shown.</li> <li>• offers no mathematical understanding of the problem.</li> <li>• does not address the problem.</li> </ul>

NEW MEXICO 2010 PRACTICE TEST SCORING GUIDE  
GRADE 3 MATH

**Sample responses**

A)

Isabel doubles each number to make the next number.

Or

Isabel multiplies each number by 2 to make the next number.

B)

3, 6, 12, 24, 48

$3, 3(2) = 6, 6(2) = 12, 12(2) = 24, 24(2) = 48$

C)

Many possible answers, e.g.,

Jacob triples each number to make the next number.

7, 21, 63, 189, 567

$7, 7(3) = 21, 21(3) = 63, 63(3) = 189, 189(3) = 567$

**GRADE 3 MATHEMATICS PRACTICE TEST ANSWER KEY**

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Strand<sup>1</sup></b>	M	D	A	D	D	G	M	N	D	G	N	G	N	A
<b>Benchmark</b>	M1	D4	A2	D2	D4	G4	M2	N1	D3	G3	N2	G2	N3	A1
<b>Performance Standard</b>	2	3	1	1	1	6	3	1b	1	2	3	1	3	6
<b>Depth of Knowledge</b>	2	2	2	2	2	3	3	2	3	2	2	2	3	3
<b>Item Type<sup>2</sup></b>	MC	MC	MC	MC	MC	SA	SA	MC	MC	MC	MC	MC	SA	OE
<b>Answer Key</b>	C	A	D	A	C			A	B	C	B	B		
<b>Total Possible Points</b>	1	1	1	1	1	2	2	1	1	1	1	1	2	4

<sup>1</sup>Strand: N = Numbers and Operations, D = Data Analysis and Probability, G = Geometry, M = Measurement, A = Algebra

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, OE = Open Ended

**GRADE 3 WRITING PRACTICE TEST ANSWER KEY**

<b>Question Number</b>	<b>1</b>	<b>2</b>
<b>Standard<sup>1</sup></b>	II	II
<b>Benchmark</b>	B	B
<b>Item Type<sup>2</sup></b>	MC	MC
<b>Answer Key</b>	A	B
<b>Total Possible Points</b>	1	1

<sup>1</sup>Standard: II = Writing for Expression

<sup>2</sup>Item Type: MC = Multiple Choice



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