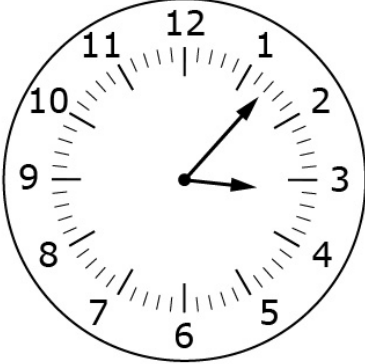


<p><b>Task Model 1</b></p> <p><b>Response Type:</b> <b>Multiple Choice,</b> <b>single correct</b> <b>response</b></p> <p><b>DOK Level 1</b></p> <p><b>3.MD.A.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><b>Evidence Required:</b> 1. The student tells and writes time to the nearest minute.</p> <p><b>Tools:</b> None</p>	<p><b>Prompt Features:</b> The student is prompted to identify time to the minute on an analog clock.</p> <p><b>Stimulus Guidelines:</b></p> <ul style="list-style-type: none"><li>Item difficulty can be adjusted via these example methods:<ul style="list-style-type: none"><li>Model shows time to 15 or 30 minute intervals.</li><li>Model shows time to 5 minute intervals.</li><li>Model shows time to 1 minute intervals.</li></ul></li></ul> <p><b>TM1</b> <b>Stimulus:</b> The student is prompted to identify time, in minutes, on an analog clock.</p> <p><b>Example Stem:</b> Use this clock to answer the question.</p>  <p>Select the time, to the nearest minute, shown on the clock.</p> <p>A. 1:15 B. 2:07 C. 3:07 D. 7:15</p> <p><b>Rubric:</b> (1 point) The student correctly selects the time displayed on the clock (e.g., C).</p> <p><b>Response Type:</b> Multiple Choice, single correct response</p>
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<p><b>Task Model 2</b></p> <p><b>Response Type:</b> Equation/Numeric</p> <p><b>DOK Level 2</b></p> <p><b>3.MD.A.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><b>Evidence Required:</b> 2. The student solves one-step word problems with addition and subtraction including time intervals in minutes.</p> <p><b>Tools:</b> None</p>	<p><b>Prompt Features:</b> The student is prompted to enter an interval of time in minutes.</p> <p><b>Stimulus Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Times within each item can include any of the following:           <ul style="list-style-type: none"> <li>• 15 minutes intervals</li> <li>• 5 minute intervals</li> <li>• 1 minute intervals</li> </ul> </li> <li>• Item difficulty can be adjusted via this example method:           <ul style="list-style-type: none"> <li>• Calculate intervals of time presented in a contextual word problem.</li> </ul> </li> </ul> <p><b>TM2</b> <b>Stimulus:</b> The student is presented with a one-step, contextual problem using images of clocks or text only.</p> <p><b>Example Stem:</b> A music class starts at 1:32 p.m and ends at 2:15 p.m.</p> <p>Enter the length, in minutes, of the music class.</p> <p><b>Rubric:</b> (1 point) The student correctly enters the length of the class in minutes (e.g., 43).</p> <p><b>Response Type:</b> Equation/Numeric</p>
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<p><b>Task Model 3</b></p> <p><b>Response Type:</b> Equation/Numeric</p> <p><b>DOK Level 2</b></p> <p><b>3.MD.A.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p><b>Evidence Required:</b> 3. The student solves one-step word problems involving liquid volume (liters) and mass (grams, kilograms) using the four operations.</p> <p><b>Tools:</b> None</p>	<p><b>Prompt Features:</b> The student is prompted to enter the solution to a one-step contextual word problem involving measurement.</p> <p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Measurements may be mass (g, kg) or liquid volume (L).</li> <li>• Item difficulty can be adjusted via these example methods:             <ul style="list-style-type: none"> <li>○ Addition/subtraction within 100; with or without regrouping</li> <li>○ Addition with a sum within 1000; with or without regrouping</li> <li>○ Subtraction with a minuend within 1000; with or without regrouping</li> <li>○ Multiplication with a product within 100</li> <li>○ Division with a single-digit divisor and dividend within 100</li> </ul> </li> <li>• A graphic may or may not be included.</li> </ul> <p><b>TM3</b> <b>Stimulus:</b> The student is presented with a one-step contextual word problem.</p> <p><b>Example Stem 1:</b> A bunch of celery has a mass of 48 grams. A carrot has a mass that is 15 grams more than the celery.</p> <div data-bbox="565 1087 906 1381" data-label="Image"> </div> <p>Enter the mass, in grams, of the carrot.</p> <p><b>Example Stem 2:</b> A farmer takes 46 kilograms of potatoes to the market. The farmer sells 29 kilograms of the potatoes.</p> <p>Enter the number of kilograms of potatoes the farmer has left.</p> <p><b>Rubric:</b> (1 point) The student writes the correct solution (e.g., 63; 17).</p> <p><b>Response Type:</b> Equation/Numeric</p>
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<p><b>Task Model 3</b></p> <p><b>Response Type:</b> <b>Equation/Numeric</b></p> <p><b>DOK Level 2</b></p> <p><b>3.MD.A.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p><b>Evidence Required:</b> 3. The student solves one-step word problems involving liquid volume (liters) and mass (grams, kilograms) using the four operations.</p> <p><b>Tools:</b> None</p>	<p><b>TM3 (continued)</b></p> <p><b>Example Stem 3:</b> Harold buys 2-liter bottles of juice for a picnic. He buys 8 bottles.</p> <p>How many liters of juice did Harold buy?</p> <p><b>Example Stem 4:</b> Mrs. Ross made 48 liters of fruit juice for a school picnic. She gives all of the juice to 8 classrooms with each classroom getting the same amount of juice.</p> <p>How many liters of juice does Mrs. Ross give each classroom?</p> <p><b>Rubric:</b> (1 point) The student writes the correct solution (e.g., 16; 6).</p> <p><b>Response Type:</b> Equation/Numeric</p>
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