



# Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 3 Performance Task

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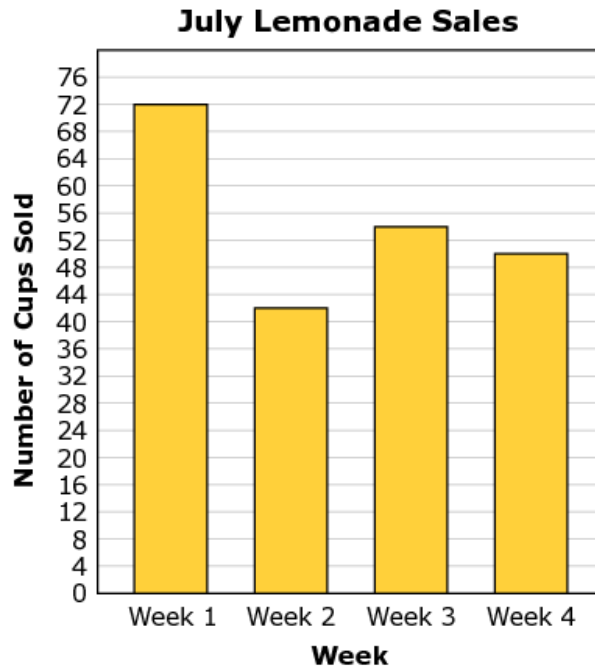
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Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.



Use the **July Lemonade Sales** bar graph to complete this task.

1.

The bar graph shows how many cups of lemonade Jaleen sold in July.

Complete the table to show how many cups Jaleen sold each week.

<b>July Lemonade Sales</b>	
<b>Week</b>	<b>Cups Sold</b>
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>

For this item, a full-credit response (2 points) includes

- 72, 42, 54, and 50.

For this item, a partial-credit response (1 point) includes

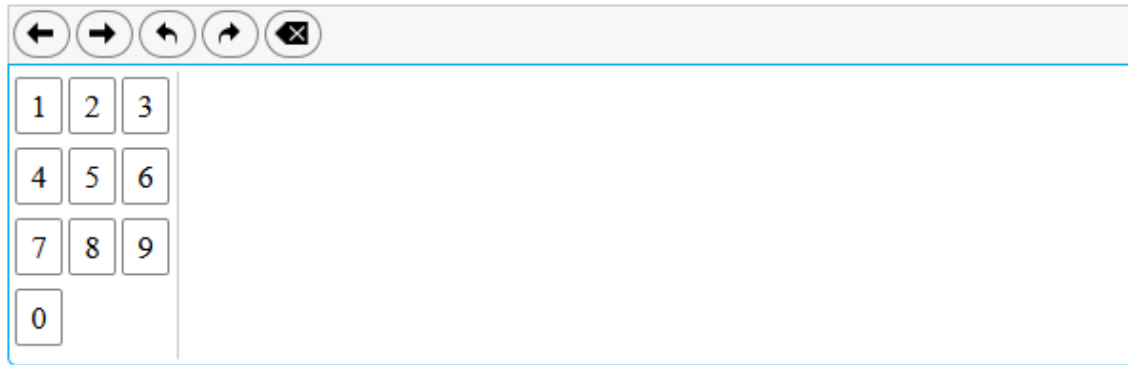
- 72 for week 1, and all other bars within 1 of the true value.

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

[Scoring for this item takes into account that grade 3 requires students to read a scaled bar graph.]

2.

How many total cups of lemonade did Jaleen sell in July?

The calculator interface includes a toolbar with five buttons: left arrow, right arrow, undo, redo, and a close button. Below the toolbar is a numeric keypad with buttons for digits 1 through 9 and 0.

For this item, a full-credit response (1 point) includes

- 218  
OR
- a total sum that is correct based on the student's responses to item 1575.

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

3.

Jaleen also sold lemonade for 4 weeks in August. She compares her weekly sales in July to her weekly sales in August.

- For week 1, she sold 22 fewer cups in August than in July.
- For week 2, she sold 18 more cups in August than in July.
- For week 3, she sold 26 more cups in August than in July.
- For week 4, she sold 25 fewer cups in August than in July.

Complete the table to show how many cups Jaleen sold each week in August.

August Lemonade Sales	
Week	Cups Sold
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>

For this item, a full-credit response includes (2 points) includes

- 50, 60, 80, and 25  
OR
- four correct responses based on the student's responses to item 1575.

For this item, a partial-credit response (1 point) includes

- 2 or 3 correct entries  
OR
- 2 or 3 entries that are correct based on the student's responses to item 1575.

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

[This rubric takes into account that a student may refer either to Item 1575 or to the original bar graph in the stimulus.]

4.




Use the **August Lemonade Sales** from Item 3 to complete this task.

Create a picture graph that shows the number of cups of lemonade Jaleen sold each week in August.

In the graph you may use whole and half pictures for each cup.

- First click on the key to show the scale that you will use for your graph.
- Then click on the cups to create the graph.





**A. Select the key you will use.**

 = 4 cups    
  = 10 cups    
  = 20 cups

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**B. New picture graph**

**August Lemonade Sales**

Week	Lemonade
Week 1	
Week 2	
Week 3	
Week 4	

For this item, a full-credit response (2 points) includes:

- Student creates a graph that, when combined with the scale, shows 50 cups for week 1, 60 cups for week 2, 80 cups for week 3, and 25 cups for week 4 OR
- Student creates a graph that, when combined with the selected scale, correctly represents all 4 weeks from the table in the student's response to item 1577.

For this item, a partial-credit response (1 point) includes:

- Student creates a graph that, when combined with the scale, shows 2 or 3 of the following: 50 cups for week 1, 60 cups for week 2, 80 cups for week 3, and 25 cups for week 4  
OR
- Student creates a graph that, when combined with the selected scale, correctly represents 2 or 3 weeks from the table in the student's response to item 1577.

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

[This culminating item should prompt students to go back and check for errors as it will signal that something may be wrong with earlier work.]