



Math Madness

Round 1

Student _____
Team _____
Score _____ Classroom _____

Part A

The Andersons are packing for their family vacation. Three of the items they are taking with them are:

- First Aid Kit
- Gym bag full of clothes
- Canoe

Match each item with its appropriate weight.

ANSWER BOX: (Score: 0 or 1)

A. _____
15 pounds 3 pounds 85 pounds

Part B

James is packing his backpack for school, and he is trying to figure out which items weigh the most. He has a

- Pencil
- Hard covered book
- Trumpet

Place the items in order from **least to greatest** based on their weight.

ANSWER BOX: (Score: 0 or 1)

B. _____

Part C

Imagine you are measuring the length of the following three objects:

1. Bus
2. Dollar bill
3. Student desk

Which units of measure would you use to measure these objects? Write the name of the object above the correct unit.

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find figure out the units of measurement. (Score: 0 or 1)		
_____ _____ _____ _____ _____		
	<p style="text-align: center; margin: 0;"><u>ANSWER BOX:</u></p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center; border-bottom: 1px solid black; width: 60px;"></div> <div style="text-align: center; border-bottom: 1px solid black; width: 60px;"></div> <div style="text-align: center; border-bottom: 1px solid black; width: 60px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Inches Feet Yards </div>	

For Scoring Only!

Specific Eligible Content addressed by this item:

- M3.B.1.2.1 Select appropriate unit for attribute being measured
- M3.B.1.2.2 Compare and/or order objects according to length, area, or weight
- M3.B.1.2.2 Match object with its approximate measurement (using same system)

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
3	provides a response and explanation that are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a <i>general</i> understanding.
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1	demonstrates minimal understanding of the mathematical concepts and procedures required by the task.
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Math Madness, Round 1 Sample Solution

Part A

The Andersons are packing for their family vacation. Three of the items they are taking with them are

- First Aid Kit
- Gym bag full of clothes
- Canoe

Match each item with its appropriate weight.

ANSWER BOX: (Score: 0 or 1)

A. Gym bag full of clothes
15 pounds

First Aid Kit
3 pounds

Canoe
85 pounds

Part B

James is packing his backpack for school, and he is trying to figure out which items weigh the most. He has a

- Pencil
- Hard covered book
- Trumpet

Place the items in order from **least to greatest** based on their weight.

ANSWER BOX: (Score: 0 or 1)

B. Pencil

Hard covered book

Trumpet

Math Madness, Round 1 Sample Solution

Part C

Imagine you are measuring the length of the following three objects:

1. Bus
2. Dollar bill
3. Student desk

Which units of measure would you use to measure these objects? Write the name of the object above the correct unit.

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find the units of measurement. (Score: 0 or 1)

The largest unit of measure I had to work with was yards, so I decided to measure the largest item, the bus, in yards. I did feet next, because it was the next biggest unit of measure. The student desk was also the next largest, so I matched the two of them together. Finally, I knew inches was the smallest unit of measure, so I paired inches with the smallest item, the dollar bill.

ANSWER BOX:

<u>Dollar Bill</u>	<u>Student Desk</u>	<u>Bus</u>
Inches	Feet	Yards

For Scoring Only!

Specific Eligible Content addressed by this item:

- M3.B.1.2.1 Select appropriate unit for attribute being measured
- M3.B.1.2.2 Compare and/or order objects according to length, area, or weight
- M3.B.1.2.2 Match object with its approximate measurement (using same system)

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Math Madness

Round 2

Student _____

Team _____

Score _____ Classroom _____

Joey and Hannah are playing with pattern blocks during inside recess. They each pick five shapes out of a bag and put them in a line on the floor. The shapes they pick are shown below.



Part A

What fraction of their shapes on the floor are triangles?

ANSWER BOX: (Score: 0 or 1)

A. _____

Part B

What shape is $\frac{2}{10}$ of their pattern blocks on the floor?

ANSWER BOX: (Score: 0 or 1)

B. _____

Part C

The teacher comes over to Joey and Hannah and takes away the three squares. What fraction of the **remaining group** is shaded?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find the fraction of the set that is shaded. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
	ANSWER BOX: _____

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.2.1 Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness, Round 2

Sample Solution

Joey and Hannah are playing with pattern blocks during inside recess. They each pick five shapes out of a bag and put them in a line on the floor. The shapes they pick are shown below.



Part A

What fraction of their shapes on the floor are triangles?

ANSWER BOX: (Score: 0 or 1)

A. 5/10

Answer = $\frac{\text{part (triangles)}}{\text{whole number}}$

Answer = $\frac{5 \text{ triangles}}{10 \text{ total shapes}}$

Number of triangles = 5

Total number of shapes = 10

Part B

What shape is $\frac{2}{10}$ of their pattern blocks on the floor?

ANSWER BOX: (Score: 0 or 1)

B. circle or oval

Math Madness, Round 2
Sample Solution

Part C

The teacher comes over to Joey and Hannah and takes away the three squares. What fraction of the **remaining group** is shaded?

$$10 \text{ shapes} - 3 \text{ squares} = 7 \text{ shapes total}$$

$$\text{Number of shaded shapes} = 5 \quad \text{Total number of shapes} = 7$$

$$\text{Answer} = \frac{5 \text{ shaded shapes}}{7 \text{ total shapes}}$$

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find the fraction of the group that is shaded. (Score: 0 or 1)

First, I subtracted the 3 squares from the total 10 shapes and got the difference of 7 shapes for the denominator. Then, I counted the number of shaded shapes, which were 5. Then I put the number of shaded shapes over the total number of shapes and got 5/7 as my answer.

ANSWER BOX:

5/7

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.2.1 Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).

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Math Madness

Round 3

Student _____

Team _____

Score _____ Classroom _____

Part A

Mackenzie, Zoe, and Victoria got their piggy banks out. Mackenzie has 72 coins in her piggy bank. Zoe counted 46 coins in her piggy bank. Victoria has 33 coins in her piggy bank. How many coins do they have all together?

ANSWER BOX: (Score: 0 or 1)

A. _____ coins _____

Part B

Brody had \$0.85 in his pocket. While Brody was riding his bike he lost some of his coins. He lost 3 dimes and 1 nickel on the sidewalk. How much money does Brody have in his pocket now?

ANSWER BOX: (Score: 0 or 1)

B. _____ ¢ _____

Part C

Mackenzie has 4 quarters, 6 dimes, and 3 nickels. She wants to buy a necklace that costs \$2.00. How much more money does she need?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find how much more money Mackenzie needs. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
_____ _____	ANSWER BOX: _____

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.3.1- Count bills and coins less than \$5.00.

M3.A.1.3.2- Compare total values of combinations of coins less than \$5.00.

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness, Round 3
Sample Solution

Part A

Mackenzie, Zoe, and Victoria got their piggy banks out. Mackenzie has 72 coins in her piggy bank. Zoe counted 46 coins in her piggy bank. Victoria has 33 coins in her piggy bank. How many coins do they have all together?

ANSWER BOX: (Score: 0 or 1)

A. 151 coins

$$72+46+33= 151 \text{ coins}$$

Part B

Brody had \$0.85 in his pocket. While Brody was riding his bike he lost some of his coins. He lost 3 dimes and 1 nickel on the sidewalk. How much money does Brody have in his pocket now?

ANSWER BOX: (Score: 0 or 1)

B. \$0.50, 50¢, or 50 cents

$$3 \text{ dimes: } 0.10+0.10+0.10= \$0.30$$

$$1 \text{ Nickel: } 0.05= \$0.05$$

$$0.30+ 0.05= \$0.35 \text{ cents}$$

$$0.85-0.35= \$0.50 \text{ cents}$$

Math Madness, Round 3 Sample Solution

Part C

Mackenzie has 4 quarters, 6 dimes, and 3 nickels. She wants to buy a necklace that costs \$2.00. How much more money does she need?

4 Quarters: $0.25+0.25+0.25+0.25= \$1.00$

6 Dimes: $0.10+0.10+0.10+0.10+0.10+0.10= \0.60

3 Nickels: $0.05+0.05+0.05= \$0.15$

$1.00+ 0.60+0.15= \$1.75$

$2.00-1.75= \$0.25$

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find how much more money Mackenzie needs. (Score: 0 or 1)

First, I needed to find how much money Mackenzie had. I found the value of each coin amount Mackenzie had. Then, I added those total numbers to find Mackenzie's total amount of money. She has \$1.75. Then, I subtracted this number from \$2.00 to find how much more money she needed to buy the necklace. Mackenzie needs \$0.25 more to buy the necklace.

ANSWER BOX:

 \$0.25

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.3.1- Count bills and coins less than \$5.00.

M3.A.1.3.2- Compare total values of combinations of coins less than \$5.00.

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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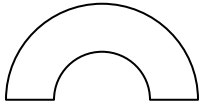
Math Madness

Round 4

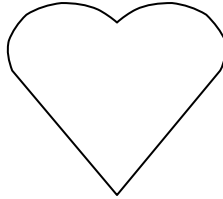
Student _____
Team _____
Score _____ Classroom _____

Part A

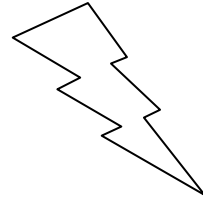
Riley is looking at three of her favorite basketball team symbols. She learned that some shapes have lines of symmetry. Which symbol on her flashcards would **not** have a line of symmetry?



Rainbow



Heart



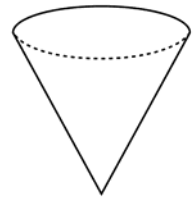
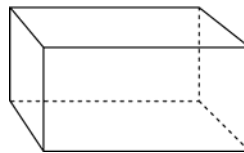
Lightning Bolt

ANSWER BOX: (Score: 0 or 1)

A. _____

Part B

Four basketball teams each picked a different geometric shape to include in its team name. The teams are the Egyptian Pyramids, the Tornado Cones, the Global Spheres, and the Rectangular Prisms. Match each team name with the geometric shape it belongs to shown below. (Score: 0 or 1)



Part C

There are four basketball teams for the third grade. Each team has eight players. How many basketball players does the third grade have in all?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find the number of players in all. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
_____ _____ _____	ANSWER BOX: _____

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.C.1.1.2 Name/identify geometric shapes in three dimensions

M3.C.2.1.2 Identify symmetrical two dimensional shapes

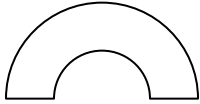
M3.A.3.1.2 Solve problems involving multiplication through the 9's tables through 9x5

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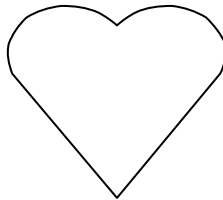
Math Madness, Round 4 Sample Solution

Part A

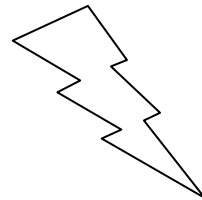
Riley is looking at three of her favorite basketball team symbols. She learned that some shapes have lines of symmetry. Which symbol on her flashcards would **not** have a line of symmetry?



Rainbow



Heart



Lightning Bolt

ANSWER BOX: (Score: 0 or 1)

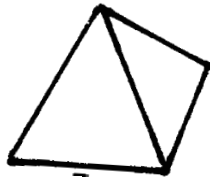
A. Lightning Bolt

Part B

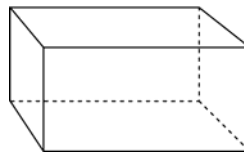
Four basketball teams each picked a different geometric shape to include in its team name. The teams are the Egyptian Pyramids, the Tornado Cones, the Global Spheres, and the Rectangular Prisms. Match each team name with the geometric shape it belongs to shown below. (Score: 0 or 1)



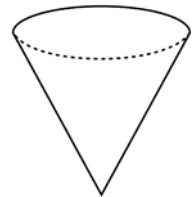
Global
Spheres



Egyptian
Pyramids



Rectangular
Prisms



Tornado
Cones

Math Madness, Round 4 Sample Solution

Part C

There are four basketball teams for the third grade. Each team has eight players. How many basketball players does the third grade have in all?

8 players	$8+8+8+8=32$ players
$\begin{array}{r} \times 4 \text{ teams} \\ 32 \text{ players} \end{array}$	$8+8=16 \quad 8+8=16 \quad 16+16=32$ players

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find the number of players in all. (Score: 0 or 1)

First, I looked at the information given by the problem. There are 4 teams and each has 8 players. Next, I set up a multiplication problem with 8 players and 4 teams, which is 32 players. To check my answer I added 8, four times because there are 8 players on each team and four teams.

ANSWER BOX:

32 players

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.C.1.1.2 Name/identify geometric shapes in three dimensions

M3.C.2.1.2 Identify symmetrical two dimensional shapes

M3.A.3.1.2 Solve problems involving multiplication through the 9's tables through 9x5

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Math Madness

Round 5

Student _____
Team _____
Score _____ Classroom _____

Part A

Bobby puts his 5 lollipops on the table. Danny puts his lollipops on the table. Altogether, there are 13 lollipops on the table. How many lollipops did Danny put on the table?

ANSWER BOX: (Score: 0 or 1)

A. _____ lollipops

Part B

If there are 4 groups of markers on the table and there are 36 markers total, how many markers are in each group?

ANSWER BOX: (Score: 0 or 1)

B. _____ markers

Part C

Emily is making 3 batches of chocolate chip cookies. Each batch calls for 5 cups of flour. She has 2 cups of flour. How many more cups of flour does Emily need?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find how many more cups of flour Emily needed. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
	ANSWER BOX: _____ more cups of flour

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.D.2.2.1 Find the missing number that makes a number sentence true (1digit or 2 digit numbers up to 18 using +, -, or x through 9 x 5)

Score	In response to this item, the student-
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Math Madness, Round 5 Sample Solution

Part A

Bobby puts his 5 lollipops on the table. Danny puts his lollipops on the table. Altogether, there are 13 lollipops on the table. How many lollipops did Danny put on the table?

ANSWER BOX: (Score: 0 or 1)

A. 8 lollipops

$$5 + \underline{\quad} = 13$$

$$13 - 5 = 8$$

Part B

If there are 4 groups of markers on the table and there are 36 markers total, how many markers are in each group?

ANSWER BOX: (Score: 0 or 1)

B. 9 markers

$$4 \times \underline{\quad} = 36$$

$$36 \div 4 = 9$$

Math Madness, Round 5 Sample Solution

Part C

Emily is making 3 batches of chocolate chip cookies. Each batch calls for 5 cups of flour. She has 2 cups of flour. How many more cups of flour does Emily need?

$$\begin{aligned}3 \times 5 &= 15 \\2 + \underline{\quad} &= 15 \\15 - 2 &= 13 \text{ cups of flour}\end{aligned}$$

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find how many more cups of flour Emily needed. (Score: 0 or 1)

First, I know that Emily needs 5 cups for 3 batches. I multiply 3 x 5 and get a product of 15 cups. I also know that Emily has 2 cups of flour already. To find out how many more cups of flour Emily needs, I subtracted 2 from 15, because it was the part she had from the total, and got 13 cups. Emily needs 13 more cups of flour.

ANSWER BOX:

13 more cups of flour

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.D.2.2.1 Find the missing number that makes a number sentence true (1 digit or 2 digit numbers up to 18 using +, -, or x through 9 x 5)

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Math Madness

Round 6

Student _____

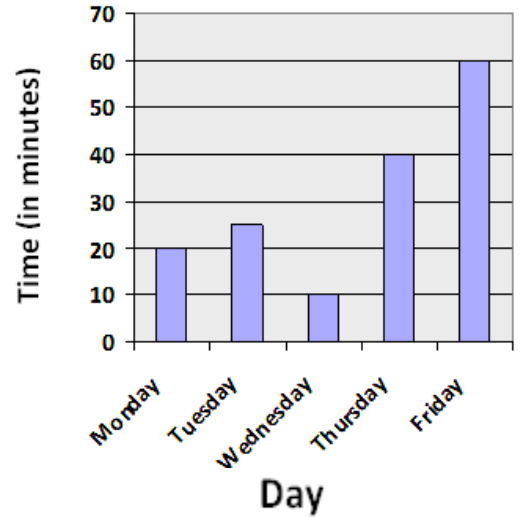
Team _____

Score _____ Classroom _____

Mrs. Jones walks her dog, Scruffy, every day. The graph below shows how many minutes Mrs. Jones spent walking Scruffy during 5 days.

Part A

Which day did Mrs. Jones walk her dog more than 20 minutes but less than 40 minutes?



ANSWER BOX: (Score: 0 or 1)

A. _____

Part B

How many more minutes did Mrs. Jones walk her dog on Friday than on Monday?

ANSWER BOX: (Score: 0 or 1)

B. _____ minutes

Part C

Today is Saturday. Mrs. Jones wants to walk Scruffy 35 more minutes than she did two days ago. How long will she walk Scruffy (in minutes)?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find how long Mrs. Jones will walk Scruffy. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
	ANSWER BOX: _____ minutes

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.E.1.1.2 Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.

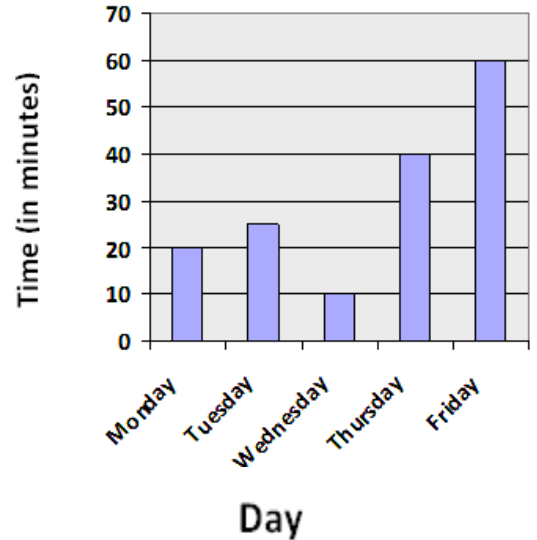
Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
3	provides a response and explanation that are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a <i>general</i> understanding.
2	provides a response that is somewhat correct with <i>partial</i> understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.
1	demonstrates minimal understanding of the mathematical concepts and procedures required by the task.
0	The response has given no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task. Response may show only information copied from the question.

Math Madness, Round 6 Sample Solution

Mrs. Jones walks her dog, Scruffy, every day. The graph below shows how many minutes Mrs. Jones spent walking Scruffy during 5 days.

Part A

Which day did Mrs. Jones walk her dog more than 20 minutes but less than 40 minutes?



ANSWER BOX: (Score: 0 or 1)

A. Tuesday

I looked at the chart and saw on Monday, Mrs. Jones walked Scruffy 20 minutes and Thursday she walked Scruffy 40 minutes. The day she walked Scruffy between 20 and 40 minutes was Tuesday.

Part B

How many more minutes did Mrs. Jones walk her dog on Friday than on Monday?

ANSWER BOX: (Score: 0 or 1)

B. 40 minutes

On Friday, Mrs. Jones walked Scruffy 60 minutes. On Monday, Mrs. Jones walked Scruffy 20 minutes. $60 \text{ minutes} - 20 \text{ minutes} = 40 \text{ minutes}$

Math Madness, Round 6 Sample Solution

Part C

Today is Saturday. Mrs. Jones wants to walk Scruffy 35 more minutes than she did two days ago. How long will she walk Scruffy (in minutes)?

2 days ago was Thursday
 40 minutes + 35 minutes = 75 minutes.

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find how long Mrs. Jones will walk Scruffy. (Score: 0 or 1)

First, I figured out what day was two days before Saturday. Two days before Saturday was Thursday. Mrs. Jones walked Scruffy 40 minutes on Thursday. She wants to walk him 35 more minutes. I added the 40 minutes from Thursday and the 35 extra minutes. If Mrs. Jones wants to walk her dog 35 minutes more than two days ago, she needs to walk Scruffy 75 minutes on Saturday.

ANSWER BOX:

75 minutes

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.E.1.1.2 Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
3	provides a response and explanation that are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a <i>general</i> understanding.
2	provides a response that is somewhat correct with <i>partial</i> understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.
1	demonstrates minimal understanding of the mathematical concepts and procedures required by the task.
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Math Madness

Round 7

Student _____
Team _____
Score _____ Classroom _____

Part A

Joe, Jeremy, and Jane all are going to the store to buy an MP3 player to listen to music. Joe has \$22.00 and Jeremy has \$30.27. How much money does Jane have if they have \$92.47 in all?

ANSWER BOX: (Score: 0 or 1)

A. _____

Part B

If Joe, Jeremy, and Jane each pay \$21.57 for the MP3 player, how much does the MP3 player cost?

ANSWER BOX: (Score: 0 or 1)

B. _____

Part C

After Joe, Jeremy, and Jane are done buying the MP3 player they want to see who has the most money left over. Joe has \$0.43. Jeremy has \$8.70. Jane has \$18.63. Order the total amounts of money from **greatest to least**.

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to put the amounts of money in order from greatest to least.	
_____ _____ _____ _____ _____ _____	
	ANSWER BOX: \$ _____ , \$ _____ , \$ _____

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.2.1.3 Identify correct operation to solve word problem (no more than 2 operations using +, - and/or X)

M3.A.1.1.4 Order a set of whole numbers from greatest to least up through 9,999

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
3	provides a response and explanation that are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a <i>general</i> understanding.
2	provides a response that is somewhat correct with <i>partial</i> understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.
1	demonstrates minimal understanding of the mathematical concepts and procedures required by the task.
0	The response has given no correct answer and insufficient evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task. Response may show only information copied from the question.

Math Madness, Round 7 Sample Solution

Part A

Joe, Jeremy, and Jane all are going to the store to buy an MP3 player to listen to music. Joe has \$22.00 and Jeremy has \$30.27. How much money does Jane have if they have \$92.47 in all?

ANSWER BOX: (Score: 0 or 1)

A. \$40.20

$$\$22.00 + \$30.27 = \$52.27$$

$$\$92.47 - \$52.27 = \$40.20$$

Part B

If Joe, Jeremy, and Jane each pay \$21.57 for the MP3 player, how much does the MP3 player cost?

ANSWER BOX: (Score: 0 or 1)

B. \$64.71

$$\begin{array}{r} \$21.57 \\ \times \quad 3 \\ \hline \$64.71 \end{array} \quad \text{or} \quad \begin{array}{r} \$21.57 \\ \$21.57 \\ +\$21.57 \\ \hline \$64.71 \end{array}$$

Math Madness, Round 7 Sample Solution

Part C

After Joe, Jeremy, and Jane are done buying the MP3 player they want to see who has the most money left over. Joe has \$0.43. Jeremy has \$8.70. Jane has \$18.63. Order the total amounts of money from **greatest to least**.

\$18.63(Jane), \$8.70(Jeremy), and \$0.43(Joe)

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to put the amounts of money in order from greatest to least.

First, I looked at the tens place and determined that only one amount of money had a number in the tens place so I placed that one first. Then, I looked at the ones place. Again, only one amount of money had a number in the ones place so I knew it was next. Finally, I used process of elimination to figure out that \$0.43 was the least amount and also it was less than a dollar.

ANSWER BOX:

\$18.63 , \$8.70 , \$0.43

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.2.1.3 Identify correct operation to solve word problem (no more than 2 operations using +, - and/or X)

M3.A1.1.4 Order a set of whole numbers from greatest to least up through 9,999

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness

Round 8

Student _____

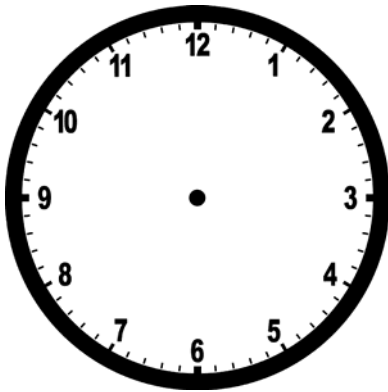
Team _____

Score _____ Classroom _____

Part A

Anna's alarm clock rang and woke her up at 7:25 AM. Draw the hands on the clock to show this time.

ANSWER BOX: (Score: 0 or 1)



A. _____

Part B

Anna boarded the school bus at 8:45 AM and arrived at school at 9:30 AM. How much time did she spend riding the bus?

ANSWER BOX: (Score: 0 or 1)

B. _____ minutes

Part C

Anna went to her friend's house after school. She arrived at her friend's house at 4:00 PM. She stayed there for 3 ½ hours. What time did Anna leave her friend's house?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find what time Anna left her friend's house. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
	ANSWER BOX: _____

For Scoring Only!

Specific Eligible Content addressed by this item:

- M3.B.1.1.1 - Tell/show time (analog) to the minute
- M3.B.1.1.2 - Find elapsed time to increments of 5 minutes

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness, Round 8 Sample Solution

Part A

Anna's alarm clock rang and woke her up at 7:25 AM. Draw the hands on the clock to show this time.

ANSWER BOX: (Score: 0 or 1)



A. _____

Part B

Anna boarded the school bus at 8:45 AM and arrived at school at 9:30 AM. How much time did she spend riding the bus?

ANSWER BOX: (Score: 0 or 1)

B. 45 minutes

8:45am to 8:50am = 5 minutes

8:50am to 8:55am = 5 minutes

8:55am to 9:00am = 5 minutes

9:00am to 9:05am = 5 minutes

9:05am to 9:10am = 5 minutes

9:10am to 9:15am = 5 minutes

9:15am to 9:20am = 5 minutes

9:20am to 9:25am = 5 minutes

9:25am to 9:30am = 5 minutes

Count by fives up to 45

Math Madness, Round 8 Sample Solution

Part C

Anna went to her friend's house after school. She arrived at her friend's house at 4:00 PM. She stayed there for 3 $\frac{1}{2}$ hours. What time did Anna leave her friend's house?

$$\begin{array}{l}
 4:00 \text{ PM} \quad + 1 \text{ hour} = 5:00 \text{ PM} \quad 5:00 \text{ PM} \quad + 1 \text{ hour} = 6:00 \text{ PM} \\
 6:00 \text{ PM} \quad + 1 \text{ hour} = 7:00 \text{ PM} \quad 7:00 \text{ PM} \quad + \frac{1}{2} \text{ hour} = 7:30 \text{ PM}
 \end{array}$$

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find what time Anna left her friend's house. (Score: 0 or 1)

I knew that Anna arrived at her friend's house at 4:00 PM so I added one hour to this, then another hour, and then another hour until I had added 3 hours. Then I added 30 minutes since she stayed another $\frac{1}{2}$ hour. My answer is 7:30 PM because that is 3 $\frac{1}{2}$ hours after 4:00 PM.

ANSWER BOX:

7:30 PM

For Scoring Only!

Specific Eligible Content addressed by this item:

- M3.B.1.1.1 – Tell/show time (analog) to the minute
- M3.B.1.1.2 – Find elapsed time to increments of 5 minutes

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness

Round 9

Student _____
Team _____
Score _____ Classroom _____

Part A

Mrs. Smith's kindergarten class is lining up from the shortest student to the tallest student. Help these four students line up in order from shortest to tallest. Use the following clues to solve the problem. Write the correct name under each student from shortest student to the tallest student. (Score: 0 or 1)

- **Jon** is taller than **Lisa** but shorter than **Kate**.
- **Michael** is taller than **Lisa** but shorter than **Jon**.



Part B

Anthony is 53 inches tall and Stephanie is 60 inches tall. Using the symbols $<$, $>$, or $=$, compare Anthony's height to Stephanie's height.

ANSWER BOX: (Score: 0 or 1)

B. Anthony's height Stephanie's height _____

Part C

Mrs. Smith, measured how tall Izzy was. She told Izzy her height is 54 inches. Izzy's friends were also measured. Sam is 51 inches. Ally is 55 inches. Jordan is 59 inches. Brian is 60 inches. If Izzy and her friends lined up from shortest to tallest, between which two students would Izzy stand?

Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find where Izzy would stand in line. (Score: 0 or 1)	
_____ _____ _____ _____ _____	
	ANSWER BOX: _____

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers).

M3.A.1.1.3: Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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Math Madness, Round 9 Sample Solution

Part A

Mrs. Smith's kindergarten class is lining up from the shortest student to the tallest student. Can you help these four students line up in height order? Use the following clues to solve the problem. Write the correct name under each student from shortest student to the tallest student. (Score: 0 or 1)

- **Jon** is taller than **Lisa** but shorter than **Kate**.
- **Michael** is taller than **Lisa** but shorter than **Jon**.



Lisa



Michael



Jon



Kate

Part B

Anthony is 53 inches tall and Stephanie is 60 inches tall. Using the symbols $<$, $>$, or $=$, compare Anthony's height to Stephanie's height.

ANSWER BOX: (Score: 0 or 1)

B. Anthony's height $<$ Stephanie's height

Anthony is 61" ___ Stephanie is 70"
61 is smaller than 70.

Symbol for smaller is $<$ (less than)

Math Madness, Round 9 Sample Solution

Part C

Mrs. Smith, measured how tall Izzy was. She told Izzy her height is 54 inches. Izzy's friends were also measured. Sam is 51 inches. Ally is 55 inches. Jordan is 59 inches. Brian is 60 inches. If Izzy and her friends lined up from shortest to tallest, between which two students would Izzy stand?

Shortest to Tallest:

Sam (51 in.) **Izzy (54 in.)** Ally (55 in.) Jordan (59 in.) Brian (60 in.)

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find where Izzy would stand in line. (Score: 0 or 1)

Sam is the shortest because she is 51" tall. Izzy would stand behind Sam because 54" is taller than 51". Izzy would stand before Ally in line because she is taller. Ally is 55" tall and Izzy is only 54" tall.

ANSWER BOX:

Sam Ally

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.1.1.4: Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers)

M3.A.1.1.3: Compare two whole numbers using greater than ($>$), less than ($<$) or equal to ($=$) (up through 9,999).

Score	In response to this item, the student-
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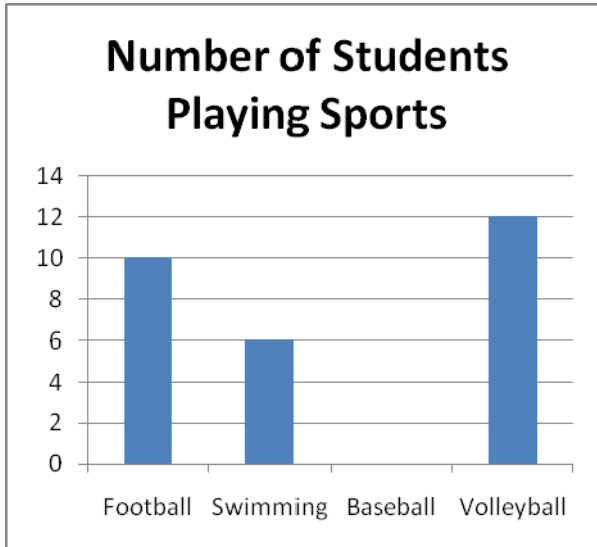
Math Madness

Round _____

Student _____
Team _____
Score _____ Classroom _____

Part A

Complete the bar graph by using the data on the tally sheet. Next, complete the tally sheet by using the data on the bar graph.



Type of Sport	Number of Students
Football	
Swimming	
Baseball	
Volleyball	

A. (Score: 0 or 1)

Both parts must be correct for point.

Part B

In all, how many students play sports?

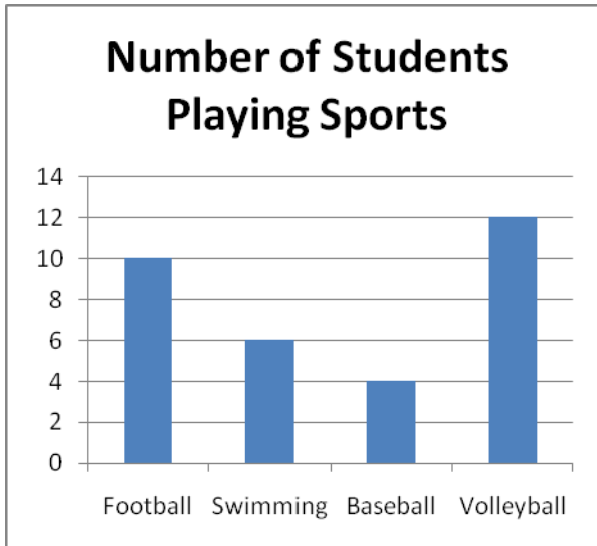
ANSWER BOX: (Score: 0 or 1)





B. _____ students

Math Madness, Round _____ Sample Solution

Part A

Complete the bar graph by using the data on the tally sheet. Next, complete the tally sheet by using the data on the bar graph.



Type of Sport	Number of Students
Football	
Swimming	
Baseball	
Volleyball	

A. (Score: 0 or 1)

Both parts must be correct for point.

Part B

In all, how many students play sports?

ANSWER BOX: (Score: 0 or 1)

B. 32 students

$$\begin{array}{r}
 10 \text{ football students} \\
 6 \text{ swimming students} \\
 4 \text{ baseball students} \\
 + 12 \text{ volleyball students} \\
 \hline
 32 \text{ students}
 \end{array}$$

Math Madness, Round _____ Sample Solution

Part C

What is the difference between the number of students playing football and the number of students playing baseball?

$$\begin{array}{r}
 10 \text{ football students} \\
 - 4 \text{ baseball students} \\
 \hline
 6 \text{ students}
 \end{array}$$

Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find the difference. (Score: 0 or 1)

First, I used the tally chart to find that there were ten students playing football and four students playing baseball. Next, I subtracted four from ten and found the difference of six students.

ANSWER BOX:

6 students

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.A.3.1.1 Solve single and double digit addition and subtraction problems with and without regrouping in vertical & horizontal form

M3.E.1.1.2 Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs

M3.E.1.2.1 Graph data or complete graph given the data (grid is provided)

M3.E.1.2.2 Translate information from one type of display to another (ex. Convert tally chart to bar graph) Limit to tally charts, bar graphs, and tables

Score	In response to this item, the student-
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Math Madness

Round _____

Student _____
Team _____
Score _____ Classroom _____

Part A

Robert's pet worm is the length of the line below. How long is Robert's pet worm. Measure to the nearest $\frac{1}{2}$ inch.



ANSWER BOX: (Score: 0 or 1)

A. _____ inches

Part B

Joe is drinking a soda. He wants to know how tall his soda can is. Estimate the height of his soda can. Do you think it measures 5 inches, 5 feet or 5 yards?

ANSWER BOX: (Score: 0 or 1)

B. _____

Part C

Katie's pet worm is 5 inches long. Ryan's worm is the length of the line below. How many inches long are their worms if they are put end to end (**measure to the nearest half inch**)?



Write your answer in the ANSWER BOX . (Score: 0 or 1) EXPLAIN the steps you used to find total length of the two worms. (Score: 0 or 1)	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	ANSWER BOX: <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding-top: 5px;"> _____ inches </div>

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.B.2.1.1: Use a ruler (provided) to measure to the nearest ½ inch.

M3.B.2.2.1: Match the object with its approximate measurement (all measurements given must be of the same system, e.g., about how tall is a soda pop can? 5 inches, 5 feet, 5 yards, etc.)

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
3	provides a response and explanation that are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a <i>general</i> understanding.
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Math Madness, Round _____
Sample Solution

Part A

Robert's pet worm is the length of the line below. How long is Robert's pet worm. Measure to the nearest $\frac{1}{2}$ inch.



ANSWER BOX: (Score: 0 or 1)

A. 6 inches

Part B

Joe is drinking a soda. He wants to know how tall his soda can is. Estimate the height of his soda can. Do you think it measures 5 inches, 5 feet or 5 yards?


ANSWER BOX: (Score: 0 or 1)

B. 5 inches

Math Madness, Round _____
Sample Solution

Part C

Katie's pet worm is 5 inches long. Ryan's worm is the length of the line below. How many inches long are their worms if they are put end to end (**measure to the nearest half inch**)?



Write your answer in the **ANSWER BOX**. (Score: 0 or 1)

EXPLAIN the steps you used to find the total length of the two worms. (Score: 0 or 1)

First I measured out Ryan's worm which was 4 and a half inches. Then I added Katie's worm which is 5 inches to get a total of 9 and a half inches.

ANSWER BOX:

9 1/2 inches

For Scoring Only!

Specific Eligible Content addressed by this item:

M3.B.2.1.1 Use a ruler to measure to the nearest $\frac{1}{2}$ inch.

M3.B.2.2.1 Match the object with its approximate measurement (all measurements given must be of the same system)

Score	In response to this item, the student-
4	provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a <i>thorough</i> understanding.
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