LEAP 2025 Grade 3 Mathematics
PBT Practice Test Answer Key

This document contains the answer keys and rubrics for the LEAP 2025 Grade 3 Mathematics Paper-Based Practice Test.

Session 1				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
1	I	1	A, C, E	3.NF.A.1
2	I	1	B, C, F	3.MD.C.7b
3	I	1	C	3.NF.A.1
4	I	1	A, D	3.OA.A.1
5	I	1	D	3.MD.A.1b
6	I	1	B	3.NF.A.2b
7	I	1	240	3.NBT.A.3
8	I	1	A, D, E	3.OA.C.7
9	I	1	D	3.MD.B.4
10	I	2	Part A: 40 Part B: B	LEAP.I.3.5 (3.MD.D.8, 3.NBT.A.2)
11	I	1	7	3.OA.A.3
12	II	4	Part A: rubric Part B: rubric	LEAP.II.3.5 (2.NBT)
13	I	2	Part A: 5 Part B: 0	3.MD.B.3
14	III	3	rubric	LEAP.III.3.1 (3.OA.D.8, 3.OA.A.3)

Session 2				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
15	I	1	C	3.OA.C.7
16	I	1	D	3.MD.A.2
17	I	1	B, C, E	3.OA.A.2
18	I	1	A, D, E	3.NBT.A.2
19	I	1	A	3.OA.A.4
20	I	1	B	3.MD.A.2
21	I	1	B, D, E	3.G.A.1
22	I	1	40	3.OA.A.3
23	I	1	C	3.OA.B.6
24	I	1	30	3.MD.D.8
25	I	2	Part A: 160 Part B: 423	LEAP.I.3.4 (3.MD.A.2, 3.NBT.A.2, 3.NBT.A.3)

Session 2				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
26	II	3	rubric	LEAP.II.3.8 (3.NF.A.2)
27	I	1	A, B, E	3.G.A.2
28	I	1	C	3.MD.C.6
29	III	3	rubric	LEAP.III.3.1 (3.MD.A.1, 3.OA.D.8)

Session 3				
Task #	**Task Type**	**Value (points)**	**Key**	**Alignment**
30	I	1	6	3.OA.A.3
31	I	1	A, D, F	3.MD.A.1a
32	I	1	80	3.OA.A.3
33	I	1	A, C, D	3.NF.A.3d
34	I	1	C	3.OA.A.1
35	I	1	B	3.NF.A.2b
36	I	1	B, D, E	3.OA.C.7
37	I	1	72	3.MD.C.7b
38	I	1	B, C, E	3.NF.A.3b
39	I	1	44	3.OA.D.8
40	I	1	B, D	3.NF.A.3c
41	II	3	Part A: rubric Part B: rubric Part C: rubric	LEAP.II.3.5 (3.OA.B.6)
42	III	6	Part A: D Part B: C Part C: 4 Part D: rubric	LEAP.III.3.2 (2.OA.A.1, 2.NBT.B.5)
43	I	1	D	3.NF.A.1

RUBRICS

<table>
<tr><th colspan="2">Task # 12</th></tr>
<tr><th colspan="2">Part A</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>Student response includes the following 2 elements:
Reasoning component: 1 point
Correct explanation of why Jeanie’s reasoning was incorrect using the ones place and tens place
Computation component: 1 point
Correct total number of buttons, 98
Sample Student Response:
Jeanie’s reasoning is incorrect because she didn’t realize that 18 means 1 ten and 8 ones. So she didn’t add the 10 when she added the other tens. She put the 8 tens in the hundreds place. The total number of buttons she has is 98 because
$\begin{array}{r} {}^{1}20 \\ 19 \\ 31 \\ +\ 28 \\ \hline 98. \end{array}$
Or equivalent explanation.</td></tr>
<tr><td>1</td><td>Student response contains 1 of the 2 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
<tr><th colspan="2">Part B</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>Student response includes the following 2 elements:
Reasoning component: 1 point
Correct explanation of why Jeanie’s reasoning for subtraction was incorrect
Computation component: 1 point
Correct number of buttons, 12
Sample Student Response:
Jeanie’s reasoning is incorrect because she subtracted the smaller number from the larger number in each place and did not consider the numbers 31 and 19 as two-digit numbers. She has 12 more red buttons than orange buttons.
$\begin{array}{r} {}^{2}3{}^{1}1 \\ -\ 19 \\ \hline 12 \end{array}$
Or equivalent explanation.</td></tr>
<tr><td>1</td><td>Student response contains 1 of the 2 elements.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>

Task #14	
Score	**Description**
3	Student response includes the following 3 elements: • **Modeling component**: 2 points o Correct work to find the number of pictures in one package and gives the correct number of pictures, 9 o Correct work showing how to find the number of packages • **Computation component**: 1 point o Correct number of packages, 4 Sample Student Response: Number of pictures in 1 package: 4 + 3 + 2 = 9 pictures Number of packages: 36 ÷ 9 = 4 Mr. Haley bought 4 packages.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	The response is incorrect or irrelevant.

Task #26	
Score	**Description**
3	Student response includes the following 3 elements: • **Computation component**: 1 point o Point P represents $\frac{5}{6}$ • **Reasoning component**: 2 points o Correct explanation for what the denominator represents o Correct explanation for what the numerator represents Sample Student Response: Point P is at $\frac{5}{6}$ on the number line. The denominator represents the total number of equal parts between 0 and 1. There are six equal segments between 0 and 1 so each segment is $\frac{1}{6}$. The numerator represents the number of segments that the number is to the right of 0. So, if you count 5 segments of $\frac{1}{6}$, you end up at $\frac{5}{6}$.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

Task #29	
Score	**Description**
3	Student response includes the following 3 elements. • **Modeling component**: 2 points o Correct work to find the total time traveling to and from the library o Correct work to find the difference between the time spent at the library and the time spent traveling to and from the library • **Computation component**: 1 point o Correct number of minutes, 4 Sample Student Response: Add the walking to the library time and the driving home time to get the total time traveling. 26 + 15 = 41 minutes Then subtract the total traveling time from the time spent at the library to get the difference. 45 – 41 = 4 minutes Note: Any equation, drawing, or explanation that can reasonably be used to solve this problem is acceptable.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

<table>
<tr><th colspan="2">Task #41</th></tr>
<tr><th colspan="2">Part A</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>1</td><td>Student response includes the following element.
Reasoning component: 1 point
Correct explanation of why Fred’s answer is incorrect.
Sample Student Response:
Fred’s mistake was that he might have used the wrong multiplication fact to find his answer. He used 9×3 instead of 9×4. Because $9 \times 4 = 36$, then $36 \div 9 = 4$.

Notes:
A variety of explanations are valid, as long as it is clear that the student understands how the incorrect answer to 36 divided by 9 was found.
For example, a student may possibly use repeated subtraction as a way to show the mistake: $36 – 9 = 27$, $27 – 9 = 18$, $18 – 9 = 9$, $9 – 9 = 0$. Credit should be given as long as the various steps are written as separate equations and not as a nonsense statement, and the response shows an understanding that because 9 was subtracted 4 times, the correct answer is 4 and not 3.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
<tr><th colspan="2">Part B</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>1</td><td>Student response includes the following element.
Computation component: 1 point
Correct answer, 4
Sample Student Response:
4</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
<tr><th colspan="2">Part C</th></tr>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>1</td><td>Student response includes the following element.
Reasoning component: 1 point
Student provides a multiplication problem to prove the provided answer is correct.
Sample Student Response:
$9 \times 4 = 36$ OR $4 \times 9 = 36$

Note: If a computation mistake is made in Part B, credit for reasoning can be awarded in this part if a valid equation is provided.</td></tr>
<tr><td>0</td><td>Student response is incorrect or irrelevant.</td></tr>
</table>

Task #42	
Part D	
Score	**Description**
3	Student response includes the following 3 elements: • **Computation component**: 2 points o Correct number of total points scored by the top two scorers, 37 o Correct number of points scored by the rest of the team, 26 • **Modeling component**: 1 point o Correct work to find the total number of points Sample Student Response: The top two players scored 37 points because 25 + 12 = 37. The rest of the team scored 26 points because 63 – 37 = 26. Notes: A correct procedure that uses a single equation can receive credit for the total points scored by the top two scorers. A correct two step procedure that doesn't add the two top scorers can receive full credit. Response does not need to show work for the total number of points scored by the Lions to receive credit (this was found in Part A).
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.