

2026 MCAS Sample Student Work and Scoring Guide

Grade 3 Mathematics

Question 7: Constructed-Response

Reporting Category: Number and Operations in Base Ten

Standard: [3.NBT.A.1](#) – Use place value understanding to round whole numbers to the nearest 10 or 100.

Item Description: Determine and justify which numbers from a given list round to the same 100, identify the greatest number that will also round to the same 100, and explain whether given numbers are correctly rounded to the nearest 10.

Calculator: Not allowed

This item can be found in the released item sets on the [MCAS Resource Center](#).

Scoring Guide

Select a score point in the table below to view the sample student response.

Score*	Description
3A 3B	The student response demonstrates an exemplary understanding of the Number & Operations in Base Ten concepts involved in using place value understanding to round whole numbers to the nearest 10 or 100. The student correctly rounds numbers to the nearest 100 and nearest 10 and explains why numbers round up or down.
2	The student response demonstrates a good understanding of the Number & Operations in Base Ten concepts involved in using place value understanding to round whole numbers to the nearest 10 or 100. Although there is significant evidence that the student was able to recognize and apply the concepts involved, some aspect of the response is flawed. As a result, the response merits 2 points.
1	The student response demonstrates a minimal understanding of the Number & Operations in Base Ten concepts involved in using place value understanding to round whole numbers to the nearest 10 or 100. While some aspects of the task are completed correctly, others are not. The mixed evidence provided by the student merits 1 point.
0	The student response contains insufficient evidence of an understanding of the Number & Operations in Base Ten concepts involved in using place value understanding to round whole numbers to the nearest 10 or 100. As a result, the response does not merit any points.

*Letters are used to distinguish between sample student responses that earned the same score (e.g., 3A and 3B).

Score Point 3A

This question has three parts.

A student is rounding the numbers in this list.

289, 334, 347, 248, 273, 302

Part A

The student says “all of the numbers in the list round to 300 when rounding to the nearest **hundred**.”

Which number in the list makes the student's statement false? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

The student's answer is false because 248 roundd to the nearest hundred is not 300, it would be 200.

Part B

The student then rounds both 334 and 347 to the nearest **ten** and gets 340.

Is the student correct? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

The student is not correct because 334 rounded to the nearest ten would be 330 and 347 rounded to the nearest ten would be 350.

Part C

The student wants to write a new number that rounds to 300 when rounding to the nearest **hundred**.

What is the **greatest** number that the student can write? Explain how you got your answer.

Enter your number and your explanation in the space provided.

The greatest number that the student can write is 349 because it has to be bellow 350 and you want it to be the biggest number so it would be 349.

Score Point 3B

This question has three parts.

A student is rounding the numbers in this list.

289, 334, 347, 248, 273, 302

Part A

The student says “all of the numbers in the list round to 300 when rounding to the nearest **hundred**.”

Which number in the list makes the student’s statement false? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

248 is not rounded to 300 it is rounded to 200

Part B

The student then rounds both 334 and 347 to the nearest **ten** and gets 340.

Is the student correct? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

no because 334 is rounded to 330 and 347 is rounded to 350

Part C

The student wants to write a new number that rounds to 300 when rounding to the nearest **hundred**.

What is the **greatest** number that the student can write? Explain how you got your answer.

Enter your number and your explanation in the space provided.

349 because it is not above 350

Score Point 2

This question has three parts.

A student is rounding the numbers in this list.

289, 334, 347, 248, 273, 302

Part A

The student says “all of the numbers in the list round to 300 when rounding to the nearest **hundred**.”

Which number in the list makes the student’s statement false? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

289,334,273,347,and 302 could be rounded up to 300, but 248 cant be rounded up to 300 because it is lower than 250.

Part B

The student then rounds both 334 and 347 to the nearest **ten** and gets 340.

Is the student correct? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

No! the student is wrong. Niether of them round up or down to 340. 347 is to big to be rounded to 340. it should be rounded up to 350. 334 is too small. it should be rounded down to 330.

Part C

The student wants to write a new number that rounds to 300 when rounding to the nearest **hundred**.

What is the **greatest** number that the student can write? Explain how you got your answer.

Enter your number and your explanation in the space provided.

the greatest number is 304. if you do 305 it could also be 310.

Score Point 1

This question has three parts.

A student is rounding the numbers in this list.

289, 334, 347, 248, 273, 302

Part A

The student says “all of the numbers in the list round to 300 when rounding to the nearest **hundred**.”

Which number in the list makes the student’s statement false? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

334

Part B

The student then rounds both 334 and 347 to the nearest **ten** and gets 340.

Is the student correct? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

the student is not correct 347 rounds to 350

Part C

The student wants to write a new number that rounds to 300 when rounding to the nearest **hundred**.

What is the **greatest** number that the student can write? Explain how you got your answer.

Enter your number and your explanation in the space provided.

341

Score Point 0

This question has three parts.

A student is rounding the numbers in this list.

289, 334, 347, 248, 273, 302

Part A

The student says “all of the numbers in the list round to 300 when rounding to the nearest **hundred**.”

Which number in the list makes the student’s statement false? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

all of the numbers in the list round to 400 i got this answer from my head

Part B

The student then rounds both 334 and 347 to the nearest **ten** and gets 340.

Is the student correct? Explain how you got your answer.

Enter your answer and your explanation in the space provided.

no he is not correct because 347 go to 400 i got this answer from me

Part C

The student wants to write a new number that rounds to 300 when rounding to the nearest **hundred**.

What is the **greatest** number that the student can write? Explain how you got your answer.

Enter your number and your explanation in the space provided.

200 because 299 go to 300 i got this answer from my bran