

Grade 3 Mathematics Practice Test Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Assessable Content
1	1	MC	C	3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
1	2	TE	see TE* item image at end of scoring guide	3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
1	3	MC	D	3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
1	4	MC	D	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
1	5	MC	A	3.MD.A.1 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.
1	6	SA	5	3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>
1	7	SA	270	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
1	8	TE	see TE* item image at end of scoring guide	3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

*Technology Enhanced

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Session	Sequence	Item Type	Key	Assessable Content
1	9	MC	D	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
1	10	Part A: SA Part B: MC	Part A: 40 Part B: B	3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
1	11	MC	C	3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
1	12	CR	See rubric	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
1	13	Part A: SA Part B: SA	Part A: 5 Part B: 0	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>

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1	14	CR	See rubric	<p>Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in Sub-claim A.</p> <p>3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
2	15	SA	18	<p>3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
2	16	SA	22	<p>3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
2	17	TE	see TE* item image at end of scoring guide	<p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p>
2	18	MC	B	<p>3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
2	19	MC	B	<p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</i></p>

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Session	Sequence	Item Type	Key	Assessable Content
2	20	SA	24	3.MD.A.2 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.
2	21	MS	C, D, E	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2	22	TE	see TE* item image at end of scoring guide	3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
2	23	MC	A	3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>
2	24	SA	30	3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2	25	Part A: SA Part B: SA	Part A: 160 Part B: 423	3.MD.A.2 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. 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

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Session	Sequence	Item Type	Key	Assessable Content
2	26	CR	See rubric	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). 3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
2	27	MS	A, C, D	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</i>
2	28	CR	See rubric	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in Sub-claim A. 3.MD.A.1 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. 3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3	29	SA	7	3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3	30	SA	72	3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3	31	MC	A	3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>
3	32	MS	A, D, E	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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Session	Sequence	Item Type	Key	Assessable Content
3	33	MC	C	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
3	34	MC	C	3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
3	35	SA	7	3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3	36	MS	C, D	3.MD.A.1 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.
3	37	MS	C, F	3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3	38	TE	see TE* item image at end of scoring guide	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
3	39	MC	B	3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3	40	CR	See rubric	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) 3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>
3	41	MC	D	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</i>

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Session	Sequence	Item Type	Key	Assessable Content
3	42	Part A: MC Part B: MC Part C: SA Part D: CR	Part A: D Part B: C Part C: 4 Part D: see rubric	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B. 2.OA.A.1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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#12 Part A	
Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation of why Jeanie’s reasoning was incorrect using the ones place and tens place • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct total number of buttons, 98 <p>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</p> $\begin{array}{r} 20 \\ 19 \\ 31 \\ + 28 \\ \hline 98. \end{array}$ <p>Or equivalent explanation.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

Part B	
Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Correct explanation of why Jeanie’s reasoning for subtraction was incorrect • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct number of buttons, 12 <p>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.</p>
	$\begin{array}{r} 31 \\ - 19 \\ \hline 12 \end{array}$ <p>Or equivalent explanation.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

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#14	
Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none">• Modeling component = 2 points<ul style="list-style-type: none">• Valid method to find the number of pictures in one package and gives the correct number of pictures; 9• Valid method showing how the number of pictures in a package is used to find the number of packages• Computation component = 1 point<ul style="list-style-type: none">○ Correct number of packages, 4 <p>Sample Student Response:</p> <p>Number of pictures in 1 package: $4 + 3 + 2 = 9$ pictures</p> <p>Number of packages: $36 \div 9 = 4$</p> <p>Mr. Haley bought 4 packages.</p>
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.

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#26

Score	Description
3	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none">• Computation component: States that Point P represents $\frac{5}{6}$• Reasoning component: Correct explanation for what the denominator represents• Reasoning component: Correct explanation for what the numerator represents <p>Sample Student Response:</p> <p>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 $\frac{1}{6}$.</p> <p>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 $\frac{5}{6}$.</p>
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.

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#28	
Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Modeling component = 2 points <ul style="list-style-type: none"> ○ Valid method to find the total time traveling to and from the library ○ Valid method 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 <ul style="list-style-type: none"> ○ Correct number of minutes, 4 <p>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</p> <p>Note: Any equation, drawing, or explanation that can reasonably be used to solve this problem is acceptable.</p>
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.

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#40 Part A	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Valid explanation of why Fred’s answer is incorrect. <p>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 $36 \div 9 = 4$.</p> <p>Notes:</p> <ul style="list-style-type: none"> • 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. • 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.
0	Student response is incorrect
Part B	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Computation component = 1 point <ul style="list-style-type: none"> ○ Correct answer, 4. <p>Sample Student Response: 4</p>
0	Student response is incorrect or irrelevant.
Part C	
Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> • Reasoning component = 1 point <ul style="list-style-type: none"> ○ Student provides a multiplication problem to prove the provided answer is correct. <p>Sample Student Response: $9 \times 4 = 36$ OR $4 \times 9 = 36$</p> <p>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.</p>
0	Student response is incorrect or irrelevant.

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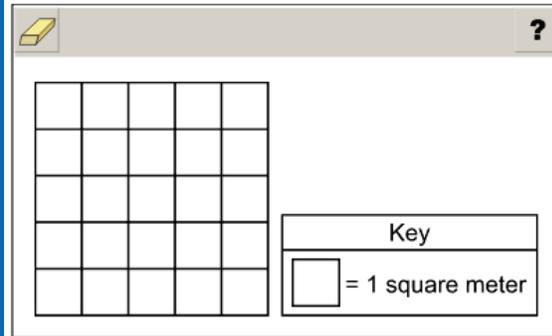
#42 Part D	
Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> • Computation component = 2 points <ul style="list-style-type: none"> ○ Correct number of total points scored by the top two scorers, 37 ○ Correct number of points scored by the rest of the team, 26 • Modeling component = 1 point <ul style="list-style-type: none"> ○ Correct work <p>Sample Student Response:</p> <p style="padding-left: 40px;">The top two players scored 37 points because $25 + 12 = 37$. The rest of the team scored 26 points because $63 - 37 = 26$.</p> <p>Notes:</p> <ul style="list-style-type: none"> • 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.

Technology Enhanced Item Images/Keys
#2

Before Response

Kayla has a rectangular garden. The area of her garden is 12 square meters.

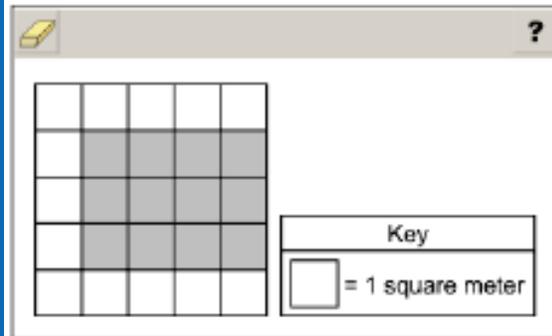
Select squares to represent Kayla's garden in the diagram.



Correct Response

Kayla has a rectangular garden. The area of her garden is 12 square meters.

Select squares to represent Kayla's garden in the diagram.



any shaded rectangle with dimensions 3×4 or 4×3

Technology Enhanced Item Images/Keys

#8

Before Response

Select and drag each division expression to the expression with the same value.

$36 \div 9$
 $21 \div 7$
 $30 \div 6$
 $48 \div 8$

$45 \div 9$ $28 \div 7$ $36 \div 6$ $24 \div 8$

Correct Response

Select and drag each division expression to the expression with the same value.

$45 \div 9$
 $30 \div 6$

$28 \div 7$
 $36 \div 9$

$36 \div 6$
 $48 \div 8$

$24 \div 8$
 $21 \div 7$

Technology Enhanced Item Images/Keys

#17

Before Response

Mr. Davis has 27 students in his classroom. He wants to divide his students into groups.

- Each group will have the same number of students.
- Each student will be assigned to a group.

Drag and drop figures into the box to show a possible group size that fits these rules.

 ?

Student Group



Correct Response

Mr. Davis has 27 students in his classroom. He wants to divide his students into groups.

- Each group will have the same number of students.
- Each student will be assigned to a group.

Drag and drop figures into the box to show a possible group size that fits these rules.

 ?

Student Group



3 students or 9 students

Technology Enhanced Item Images/Keys

#22

Before Response

Craig and Diane each bought one eraser. The erasers were the same size. At the end of each week, Craig and Diane recorded the fraction of each eraser that was left. Their data is shown below.

Select and drag a $>$, $<$, or $=$ symbol to each box to correctly compare the fractions of erasers remaining at the end of each week.

?			
Fraction of Erasers Remaining			
Week	Craig's Eraser	Comparison Symbol	Diane's Eraser
1	$\frac{2}{2}$		$\frac{1}{2}$
2	$\frac{2}{3}$		$\frac{2}{4}$
3	$\frac{3}{8}$		$\frac{3}{8}$
4	$\frac{1}{4}$		$\frac{1}{3}$

> < =

Correct Response

Craig and Diane each bought one eraser. The erasers were the same size. At the end of each week, Craig and Diane recorded the fraction of each eraser that was left. Their data is shown below.

Select and drag a $>$, $<$, or $=$ symbol to each box to correctly compare the fractions of erasers remaining at the end of each week.

?			
Fraction of Erasers Remaining			
Week	Craig's Eraser	Comparison Symbol	Diane's Eraser
1	$\frac{2}{2}$	$>$	$\frac{1}{2}$
2	$\frac{2}{3}$	$>$	$\frac{2}{4}$
3	$\frac{3}{8}$	$=$	$\frac{3}{8}$
4	$\frac{1}{4}$	$<$	$\frac{1}{3}$

> < =

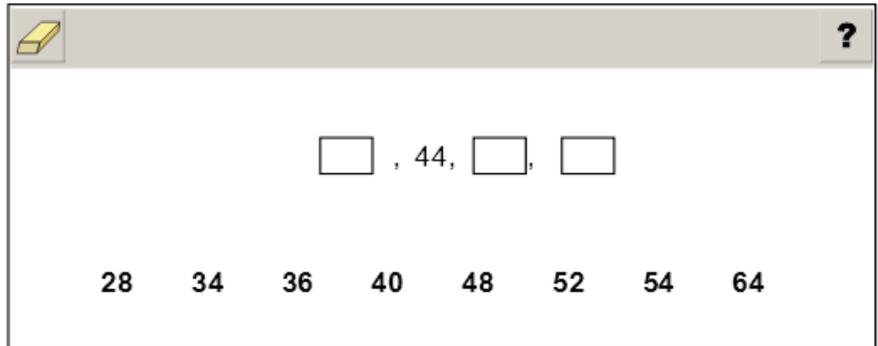
Technology Enhanced Item Images/Keys

#38

Before Response

Tori makes a number pattern that uses the rule “subtract 4.”

Select and drag each number to complete the pattern.

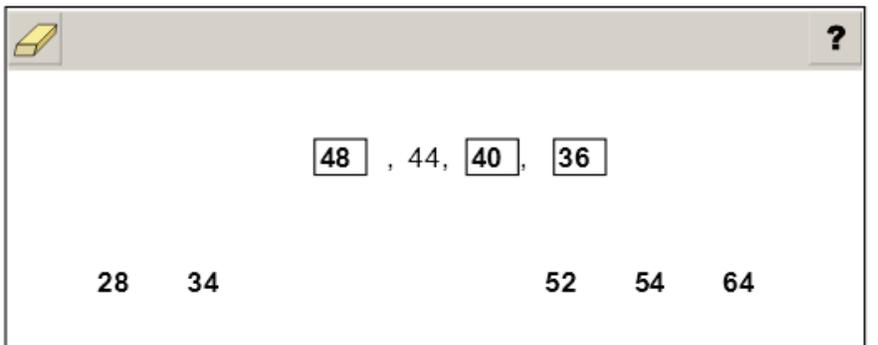


The interface shows a number pattern: , 44, , . Below the pattern are the numbers 28, 34, 36, 40, 48, 52, 54, and 64. A yellow eraser icon is in the top left and a question mark icon is in the top right of the interface box.

Correct Response

Tori makes a number pattern that uses the rule “subtract 4.”

Select and drag each number to complete the pattern.



The interface shows the number pattern with the correct numbers placed in the boxes: , 44, , . Below the pattern are the numbers 28, 34, 52, 54, and 64. A yellow eraser icon is in the top left and a question mark icon is in the top right of the interface box.