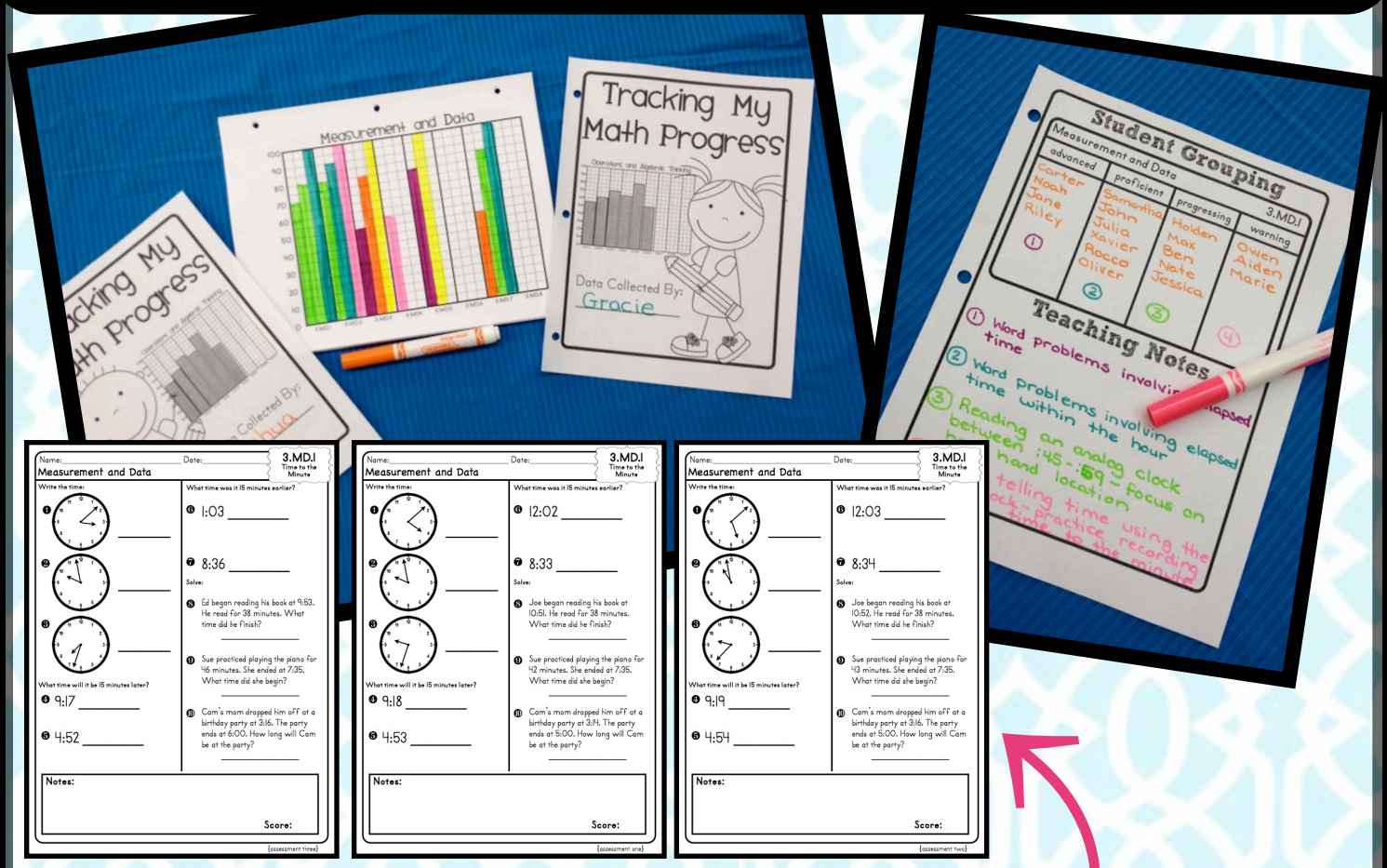
3RD grade

Common Core Math Assessments

great tool for data collection



Over 100 Printable Pages:

- ✓Three Assessments Per Standard
- ✓Data Notebooks for Tracking Progress
- ✓Teacher Gradebook & Planning Sheets

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3rd Grade Common Core Math Assessment Packet

About This Product

I'm so excited to share this product with you because it is one that I have used and LOVE in my own third grade classroom. My students and I are happiest using hands-on learning activities, centers, and projects. However it is also necessary to have a means of collecting data through formal assessments, documenting student progress and using the data to drive future instruction. It was for that reason that I designed every aspect of my Common Core Assessments and Data Packet to be user-friendly, efficient and effective. I am so pleased with the end result.

For each and every Common Core standard I created not one, not two, but THREE assessment pages. I call them assessment pages, but really they could be used as homework, review, morning work, etc. I felt it was important to have more than one assessment per standard so that I could use the results to plan additional instruction and then reassess them to see how they responded to interventions. All three pages are different, but very similar, so that I am truly comparing apples to apples when I analyze their progress.

Each page was designed to be clear, neat, organized and easy to read. The standards are clearly marked on every sheet and there is space at the bottom of each page for notes and the score. I find this section to be the most important. It can be used to write feedback, note misconceptions, set goals, communicate with parents, have the student record personal goals or questions they may have, etc. I've included simple and clear answer keys for all assessments. With the exception of three of the standards, each assessment consistently includes 10 questions so that grading is simple and the data is easy to manage.

Speaking of tracking data...the packet also includes three additional products to assist you and your students with monitoring their progress. The first is a Student Data Notebook. The Student Data Notebook has a choice of two covers and printables for the students to use to chart their scores on each assessment. I recommend having them use a different color marker each month (i.e. red=September, orange=October, yellow=November, etc). These are great for increasing student accountability and provide wonderful visuals when conferencing with students and parents and planning with colleagues.

The next product included is a Common Core-Specific Math Grade Book. It will give you an organized way to record the students' progress on each of the three assessments and to see how they are doing with each standard.

Finally, I have included a collection of graphic organizers that were designed to be used to plan future instruction. After correcting the assessments, I record my students names onto these charts and use that data to plan extensions, interventions, and future small group lessons and activities during my Math Workshop Rotations.

Check out all the items in my Common Core Product Line

click to see them all at a glance

Math Vocabulary Word Wall Cards

Math Vocabulary Journal, Games & Activities

Math Vocabulary Versatile Activity Cards

100 + Math Journal Writing Pages

Learning Goals / Essential Question Posters

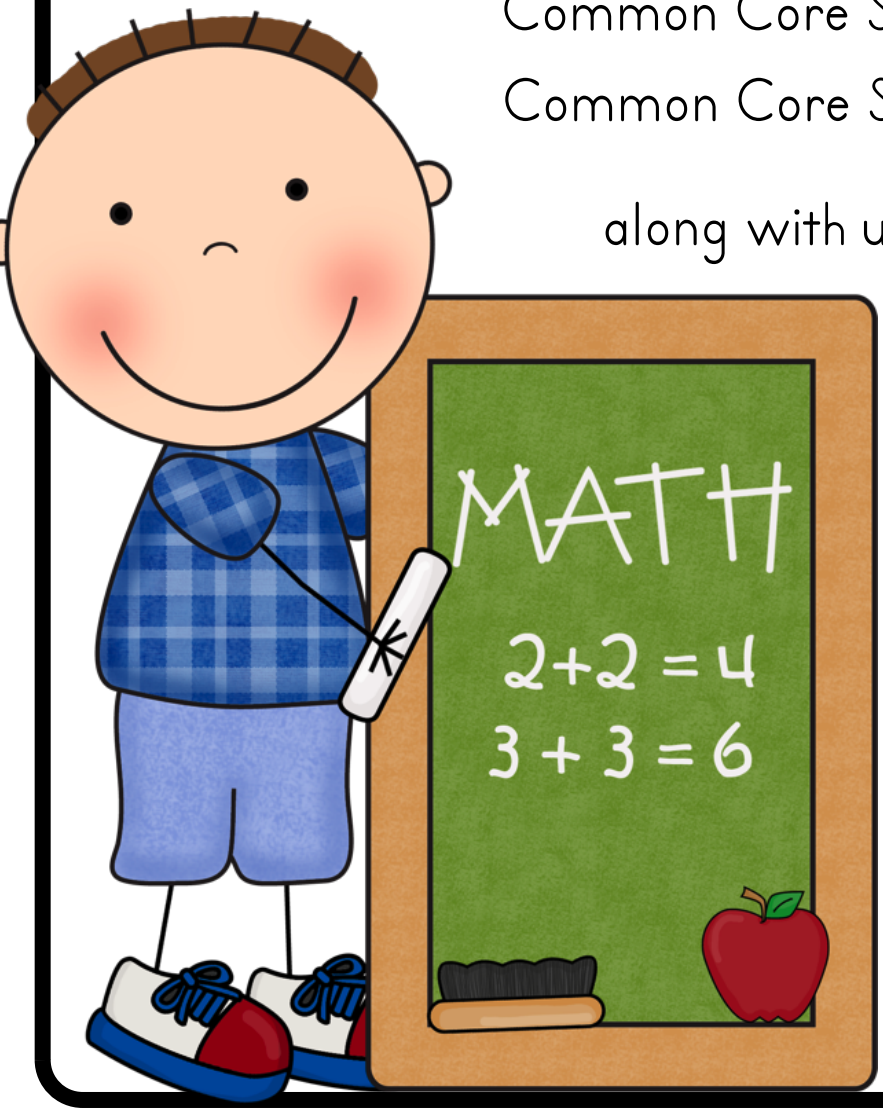
Common Core Assessment Pack

Common Core Standards Summary Sheets

Common Core Standards Teacher Checklist

Common Core Standards Student Checklist

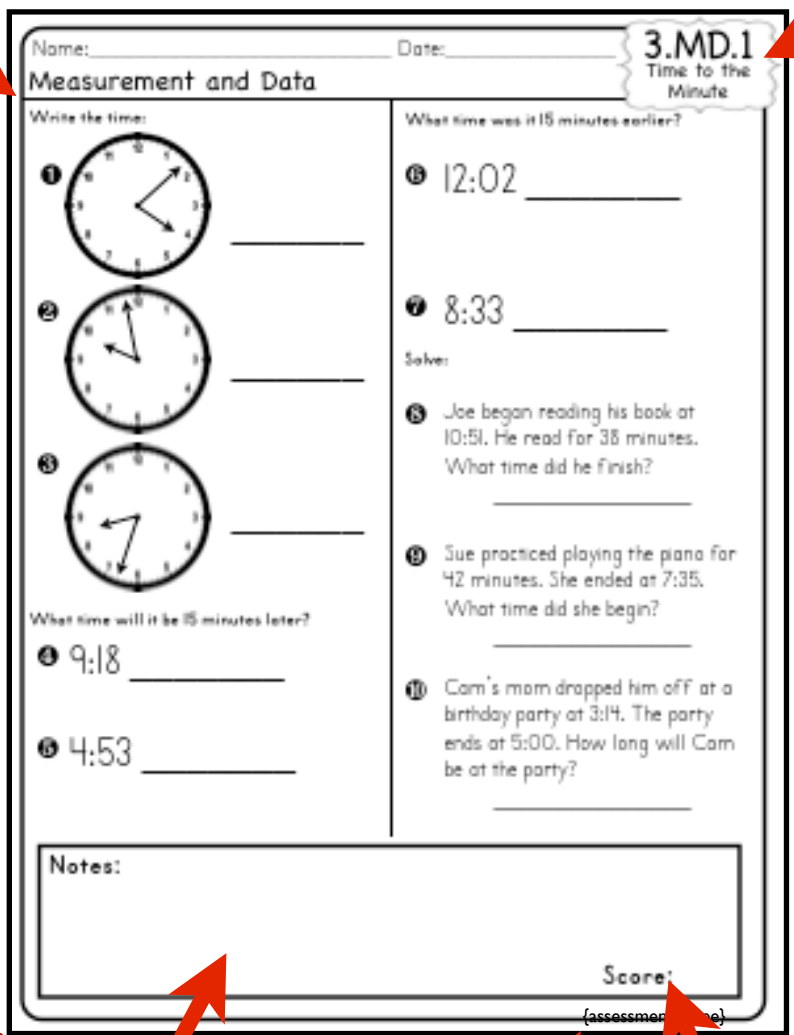
along with units and task cards to make teaching and learning the Common Core Standards fun and engaging



The Clutter-Free Classroom

About the Common Core Math Assessments

I designed each of the assessments to offer an accurate and consistent look at student ability. They all have an organized layout which is ideal for data collection, parent conferencing and RTI. Because each page includes 10 questions, they are easy to grade and provide a consistent scale for tracking progress and mastery. All pages include. . .



domain

easy-to-read font

standard

10 questions for easy and consistent grading

neat & clear

varied types of questions to show true proficiency

space for effective feedback, goal-setting or parent communication

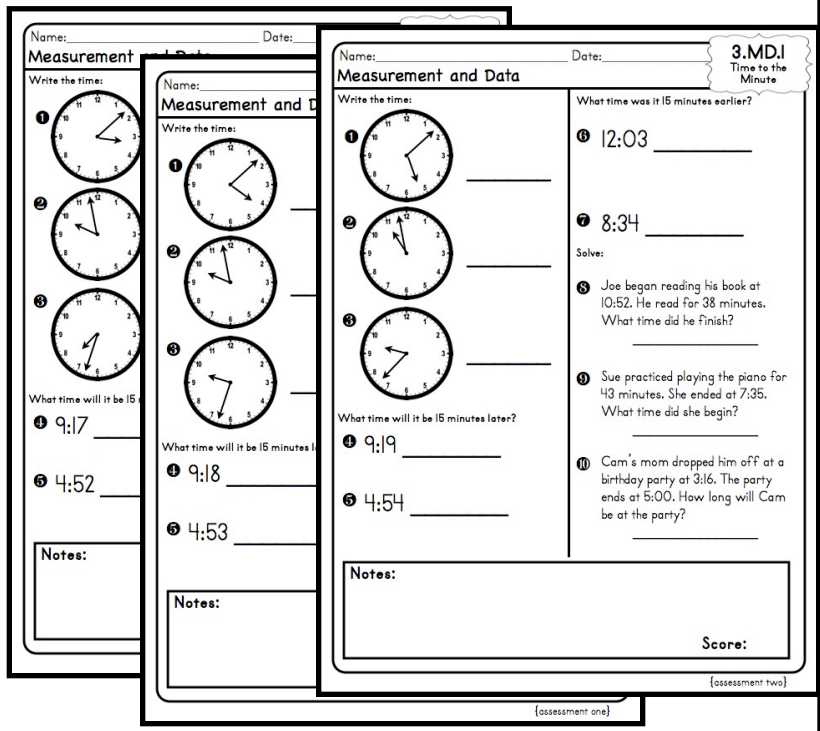
assessment number

score

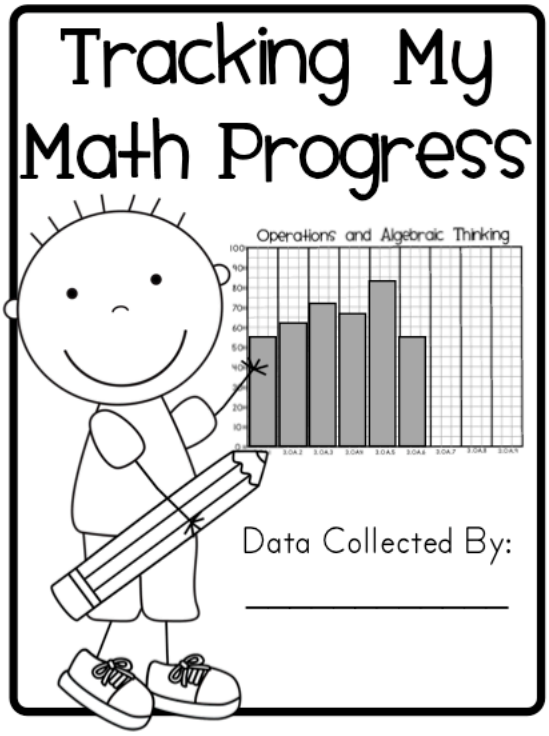
A Close Up Look at the Common Core Math Assessments and Data Packet

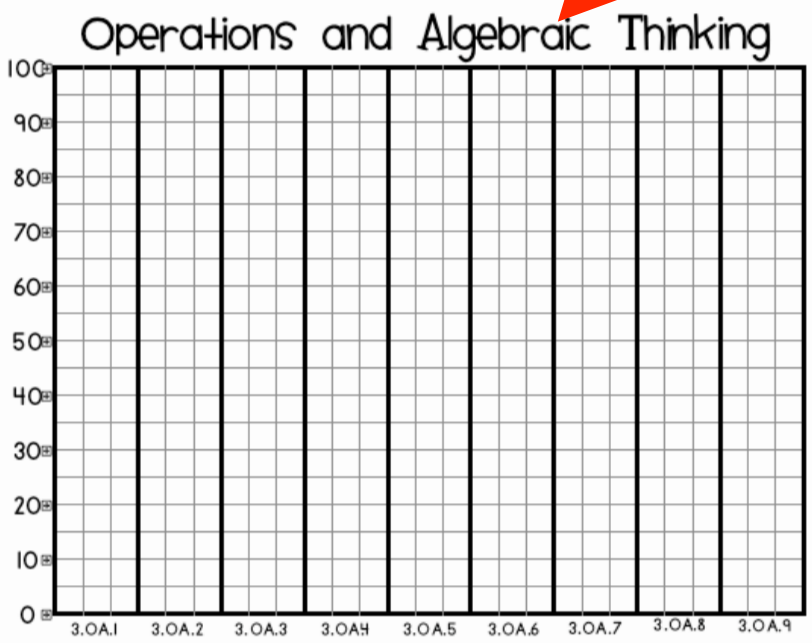
75 Assessments

3 pages for each of the Common Core Standards



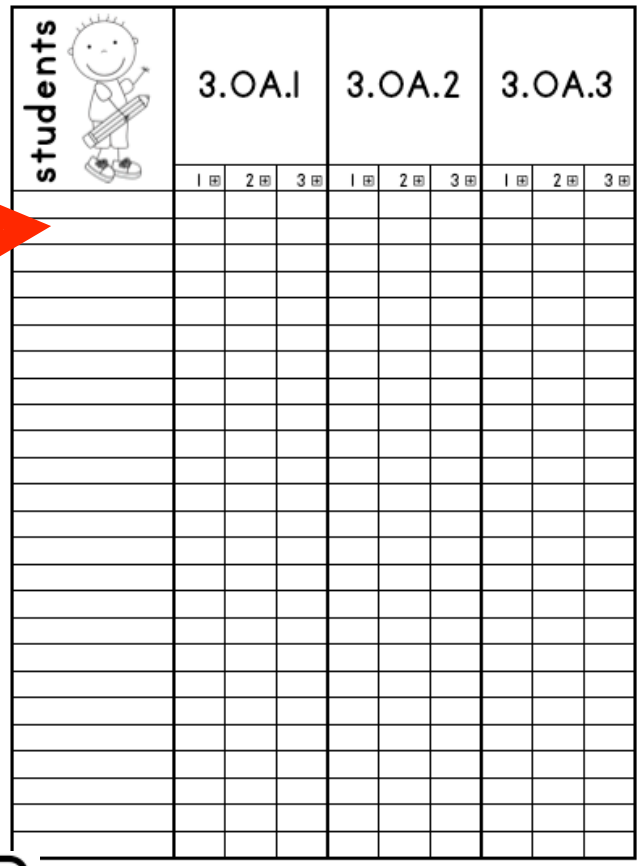
Data Notebook Sheets for Students to Track Their own Progress

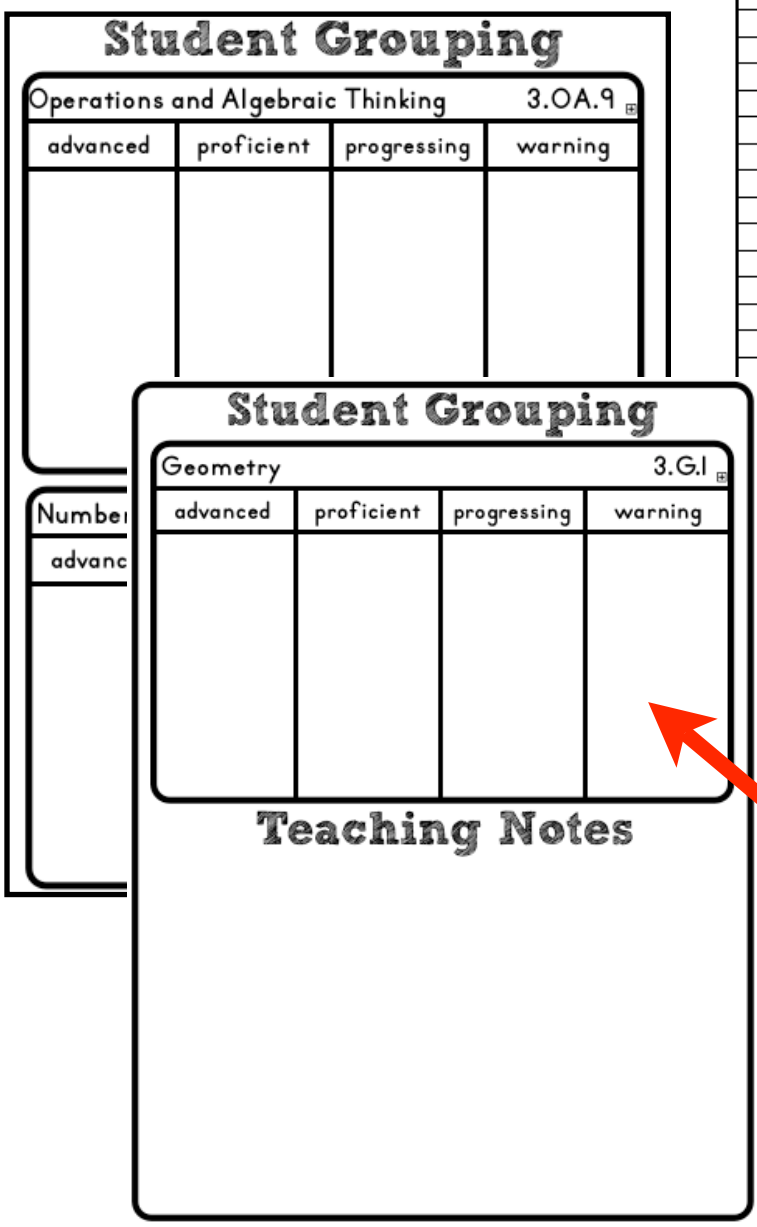




A Close Up Look at the Common Core Math Assessments and Data Packet

Common Core Math Standards Grade Book





Data-Driven Instruction Lesson Planning Sheets {2 different styles}

3rd Grade Common Core Math Assessment Packet

Table of Contents

Math Assessments (3 Pages Each):

Common Core Math Assessments

Common Core Math Assessments

Each standard includes three similar, but different assessments. The bottom right hand corner is marked with the assessment number. There are so many different ways you can use these.

I introduce the concept related to the standard to all students over several days through my Guided Math Workshop, Whole Group Mini-Lessons, modeling and through media (books, animated videos, etc) that may be available. I then give them assessment one. I then use the assessments to determine their initial level of understanding and continue to work on targeted needs during instruction. I give them the second assessment to document progress and will then address individual needs if necessary. I use the third assessment at a later date to ensure that they not only reached proficiency, but have retained the concept.

Use assessment one as a pretest, assessment two as a practice page and assessment three as a post test.

Use two as practice pages and one as an assessment.

Use one as a guided lesson, one for homework, and one as a formal assessment.

Use each to check student level of understanding and then use that information to form guided math groups.

Operations and Algebraic Thinking

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.1
Understanding Multiplication

Write the following as multiplication expressions:

❶ 5 + 5 + 5 + 5

_____

❷ 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3

_____

Write the following as addition equations:

❸ 4 x 6

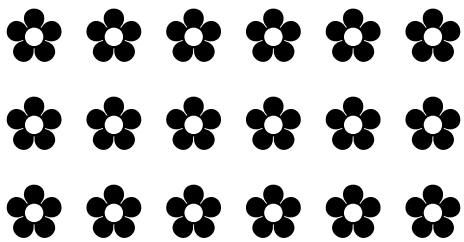
_____

❹ 7 x 3

_____

What multiplication expression is represented?

❺



_____

There are 3 cars. Each car has 4 tires.

❻ How many groups are there?____

❼ How many items are in each group?____

❽ How many are there in all? _____

❾ Write a multiplication expression to represent that situation.

_____

❿ Draw a picture to represent the multiplication sentence below and find the product.

5 x 6 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.1
Understanding Multiplication

Write the following as multiplication expressions:

❶ 4 + 4 + 4 + 4

_____

❷ 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6

_____

Write the following as addition equations:

❸ 3 x 5

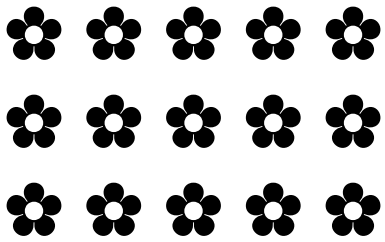
_____

❹ 8 x 4

_____

What multiplication expression is represented?

❺



_____

There are 6 cars. Each car has 4 tires.

❻ How many groups are there?____

❼ How many items are in each group?____

❽ How many are there in all? _____

❾ Write a multiplication expression to represent that situation.

_____

❿ Draw a picture to represent the multiplication sentence below and find the product.

4 x 7 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.1
Understanding Multiplication

Write the following as multiplication expressions:

❶ 3 + 3 + 3 + 3

_____

❷ 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4

_____

Write the following as addition equations:

❸ 5 x 7

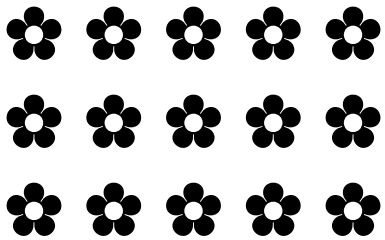
_____

❹ 6 x 2

_____

What multiplication expression is represented?

❺



_____

There are 5 cars. Each car has 4 tires.

❻ How many groups are there?____

❼ How many items are in each group?____

❽ How many are there in all? _____

❾ Write a multiplication expression to represent that situation.

_____

❿ Draw a picture to represent the multiplication sentence below and find the product.

6 x 7 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.2
Understanding Division

Write the following as division sentences:

❶ 20 – 5 – 5 – 5 – 5

_____

❷ 16 – 4 – 4 – 4 – 4

_____

Complete the sentences below:

❸ 24 ÷ 6 means
____ partitioned into
____ equal shares with
____ in each share

❹ 35 ÷ 7 means
____ partitioned into
____ equal shares with
____ in each share

What division sentence is represented?

❺ ✸ ✸ ✸ ✸ ✸ ✸ ✸
✸ ✸ ✸ ✸ ✸ ✸ ✸
✸ ✸ ✸ ✸ ✸ ✸ ✸

_____

There are 12 slices of pizza and 4 boys.
The boys share the pizza equally.

❻ How many slices does each boy get to eat? _____

❼ Write a division sentence to represent that situation.

_____

There are 28 pencils in a box.
The teacher gives 4 to each student in her class.

❽ How many students are in the class? _____

❾ Write a division sentence to represent that situation.

_____

❿ Draw a picture to represent the division sentence below and find the quotient.

36 ÷ 9 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.2
Understanding Division

Write the following as division sentences:

❶ 18 – 6 – 6 – 6

_____

❷ 15 – 3 – 3 – 3 – 3 – 3

_____

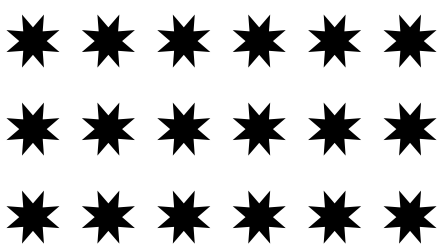
Complete the sentences below:

❸ 20 ÷ 5 means
____ partitioned into
____ equal shares with
____ in each share

❹ 30 ÷ 6 means
____ partitioned into
____ equal shares with
____ in each share

What division sentence is represented?

❺



_____

There are 16 slices of pizza and 4 boys.
The boys share the pizza equally.

❻ How many slices does each boy get to eat? _____

❼ Write a division sentence to represent that situation.

_____

There are 24 pencils in a box.
The teacher gives 4 to each student in her class.

❽ How many students are in the class? _____

❾ Write a division sentence to represent that situation.

_____

❿ Draw a picture to represent the division sentence below and find the quotient.

35 ÷ 7 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.2
Understanding Division

Write the following as division sentences:

❶ 24 – 6 – 6 – 6 – 6

_____

❷ 18 – 3 – 3 – 3 – 3 – 3 – 3

_____

Complete the sentences below:

❸ 28 ÷ 7 means
____ partitioned into
____ equal shares with
____ in each share

❹ 40 ÷ 8 means
____ partitioned into
____ equal shares with
____ in each share

What division sentence is represented?

❺ ✸ ✸ ✸ ✸ ✸ ✸ ✸
✸ ✸ ✸ ✸ ✸ ✸ ✸

_____

There are 15 slices of pizza and 5 boys.
The boys share the pizza equally.

❻ How many slices does each boy get to eat? _____

❼ Write a division sentence to represent that situation.

_____

There are 32 pencils in a box.
The teacher gives 4 to each student in her class.

❽ How many students are in the class? _____

❾ Write a division sentence to represent that situation.

_____

❿ Draw a picture to represent the division sentence below and find the quotient.

27 ÷ 9 = _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.3
× and ÷
Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. There are 4 rows of chairs. There are 5 chairs in each row, How many chairs are there in all?

2. Joe needs to put 21 flowers into vases. There are 3 vases. He wants to put the same number of flowers into each vase. How many flowers can he put in each vase?

3. Susan is making invitations to her birthday party. She puts 5 stickers onto each envelope. How many stickers will she need if she invites 6 friends?

4. My teacher has 9 pairs of shoes. How many shoes does she have?

5. Each ride at the carnival costs 3 tickets. Kara has 18 tickets. How many rides can she go on?

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.3
× and ÷
Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. There are 4 rows of chairs. There are 6 chairs in each row, How many chairs are there in all?

2. Joe needs to put 18 flowers into vases. There are 3 vases. He wants to put the same number of flowers into each vase. How many flowers can he put in each vase?

3. Susan is making invitations to her birthday party. She puts 7 stickers onto each envelope. How many stickers will she need if she invites 6 friends?

4. My teacher has 8 pairs of shoes. How many shoes does she have?

5. Each ride at the carnival costs 3 tickets. Kara has 21 tickets. How many rides can she go on?

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.3
× and ÷
Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. There are 6 rows of chairs. There are 5 chairs in each row, How many chairs are there in all?

2. Joe needs to put 27 flowers into vases. There are 3 vases. He wants to put the same number of flowers into each vase. How many flowers can he put in each vase?

3. Susan is making invitations to her birthday party. She puts 5 stickers onto each envelope. How many stickers will she need if she invites 7 friends?

4. My teacher has 7 pairs of shoes. How many shoes does she have?

5. Each ride at the carnival costs 4 tickets. Kara has 28 tickets. How many rides can she go on?

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.4
x and ÷
Missing Numbers

Find the missing numbers:

❶ $9 \times \square = 36$

❷ $24 \div \square = 6$

❸ $7 \times 5 = \square$

❹ $\square \times 6 = 36$

❺ $48 \div \square = 8$

❻ $72 \div \square = 9$

❼ $2 \times 8 = \square$

❽ $\square \times 4 = 12$

❾ $27 \div \square = 9$

❿ $6 \times \square = 24$

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.4
× and ÷
Missing Numbers

Find the missing numbers:

❶ $9 \times \square = 45$

❷ $18 \div \square = 6$

❸ $7 \times 6 = \square$

❹ $\square \times 6 = 36$

❺ $56 \div \square = 8$

❻ $63 \div \square = 9$

❼ $3 \times 8 = \square$

❽ $\square \times 4 = 16$

❾ $36 \div \square = 9$

❿ $6 \times \square = 48$

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.4
× and ÷
Missing Numbers

Find the missing numbers:

❶ $4 \times \square = 36$

❷ $24 \div \square = 4$

❸ $5 \times 7 = \square$

❹ $\square \times 6 = 42$

❺ $48 \div \square = 6$

❻ $72 \div \square = 8$

❼ $2 \times 7 = \square$

❽ $\square \times 3 = 12$

❾ $27 \div \square = 3$

❿ $4 \times \square = 24$

Notes:

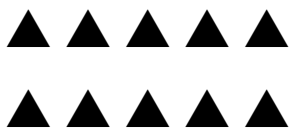
Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.5
Multiplication & Division

Write two multiplication sentences for each model:

❶ 

_____ and _____

❷ 

_____ and _____

Fill in the missing numbers:

❸ 5 x 7 is the same as

(5 x 5) + (5 x _____)

❹ 7 x 9 is the same as

(7 x _____) + (7 x 2)

❺ 6 x 8 is the same as

(6 x 6) + (6 x _____)

Solve each problem. Show how you got your answer.

❻ 3 x 5 x 3 = _____

❼ 3 x 4 x 4 = _____

❽ 3 x 3 x 5 = _____

❾ There are 3 boats. There are 3 boys and 2 girls on each boat. Write an expression to show the total number of boys and girls on the boats.

expression: _____

❿ answer: _____

Notes:

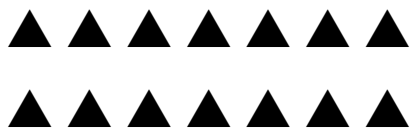
Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.5
Multiplication & Division

Write two multiplication sentences for each model:

❶ 

_____ and _____

❷ 

_____ and _____

Fill in the missing numbers:

❸ 5 x 9 is the same as

(5 x 5) + (5 x _____)

❹ 7 x 8 is the same as

(7 x _____) + (7 x 2)

❺ 6 x 10 is the same as

(6 x 6) + (6 x _____)

Solve each problem. Show how you got your answer.

❻ 3 x 4 x 2 = _____

❼ 2 x 3 x 3 = _____

❽ 2 x 2 x 4 = _____

❾ There are 2 boats. There are 3 boys and 2 girls on each boat. Write an expression to show the total number of boys and girls on the boats.

expression: _____

❿ answer: _____

Notes:

Score:

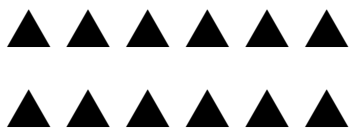
Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.5
Multiplication & Division

Write two multiplication sentences for each model:

❶



_____ and _____

❷

_____ and _____

Fill in the missing numbers:

❸ 5 x 8 is the same as

(5 x 5) + (5 x _____)

❹ 7 x 7 is the same as

(7 x _____) + (7 x 2)

❺ 6 x 9 is the same as

(6 x 6) + (6 x _____)

Solve each problem. Show how you got your answer.

❻ 4 x 2 x 3 = _____

❼ 3 x 2 x 3 = _____

❽ 2 x 4 x 2 = _____

❾ There are 4 boats. There are 3 boys and 2 girls on each boat. Write an expression to show the total number of boys and girls on the boats.

expression: _____

❿ answer: _____

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.6
× and ÷ Missing Numbers

Find the missing number:

❶ $32 \div \square = 4$

❷ $54 \div \square = 9$

❸ $18 \div \square = 6$

❹ $\square \times 9 = 27$

❺ $48 \div \square = 8$

❻ $7 \times n = 63$
$n =$ _____

❼ $8 \times ? = 16$
$? =$ _____

❽ $n \times 9 = 45$
$n =$ _____

❾ Use these 3 numbers to create 4 related multiplication and division sentences: **2, 18, and 9**

_____

_____

_____

_____

❿ Dad has 28 dollars. He spends it all on tickets to a baseball game. Each ticket costs 4 dollars. How many tickets did he buy? _____

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.6
× and ÷ Missing Numbers

Find the missing number:

❶ $32 \div \square = 8$

❷ $54 \div \square = 6$

❸ $18 \div \square = 3$

❹ $\square \times 3 = 27$

❺ $48 \div \square = 6$

❻ $9 \times n = 63$
$n =$_____

❼ $2 \times ? = 16$
$? =$_____

❽ $n \times 5 = 45$
$n =$_____

❾ Use these 3 numbers to create 4 related multiplication and division sentences: **4, 20, and 5**

_____

_____

_____

_____

❿ Dad has 28 dollars. He spends it all on tickets to a baseball game. Each ticket costs 7 dollars. How many tickets did he buy? _____

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.6
× and ÷ Missing Numbers

Find the missing number:

❶ $36 \div \square = 4$

❷ $63 \div \square = 9$

❸ $24 \div \square = 6$

❹ $\square \times 9 = 54$

❺ $56 \div \square = 8$

❻ $7 \times n = 70$

$n =$ _____

❼ $8 \times ? = 24$

$? =$ _____

❽ $n \times 9 = 72$

$n =$ _____

❾ Use these 3 numbers to create 4 related multiplication and division sentences: **3, 18, and 6**

_____

_____

_____

_____

❿ Dad has 27 dollars. He spends it all on tickets to a baseball game. Each ticket costs 3 dollars. How many tickets did he buy? _____

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.7
× and ÷ Fact Fluency

Record the products to the expressions below.

0 x 8 = _____	9 x 9 = _____	2 x 2 = _____	7 x 8 = _____	5 x 1 = _____
4 x 8 = _____	1 x 9 = _____	3 x 5 = _____	6 x 6 = _____	2 x 3 = _____
3 x 3 = _____	5 x 4 = _____	2 x 8 = _____	4 x 3 = _____	9 x 7 = _____
4 x 9 = _____	2 x 6 = _____	5 x 9 = _____	3 x 7 = _____	8 x 5 = _____
1 x 4 =_____	7 x 6 = _____	4 x 4 = _____	8 x 3 = _____	4 x 6 = _____
7 x 2 = _____	8 x 9 = _____	3 x 9 = _____	5 x 5 = _____	8 x 7 = _____
8 x 2 = _____	6 x 3 = _____	6 x 5 = _____	10x10= _____	7 x 4 = _____
7 x 9 = _____	3 x 1 =_____	1 x 1 = _____	6 x 9 = _____	3 x 8 = _____
7 x 7 = _____	2 x 9 = _____	2 x 7 = _____	5 x 6 = _____	9 x 3 = _____
1 x 2 = _____	9 x 6 = _____	9 x 5 = _____	8 x 1 = _____	8 x 8 = _____

Notes:

Start Time:

End Time:

Total Time:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.7
× and ÷ Fact Fluency

Record the products to the expressions below.

2 × 2 = _____	5 × 1 = _____	0 × 8 = _____	9 × 9 = _____	7 × 8 = _____
4 × 8 = _____	1 × 9 = _____	3 × 5 = _____	6 × 6 = _____	2 × 3 = _____
3 × 3 = _____	5 × 4 = _____	2 × 8 = _____	4 × 3 = _____	9 × 7 = _____
4 × 9 = _____	2 × 6 = _____	5 × 9 = _____	3 × 7 = _____	8 × 5 = _____
1 × 4 =_____	7 × 6 = _____	4 × 4 = _____	8 × 3 = _____	4 × 6 = _____
7 × 2 = _____	8 × 9 = _____	3 × 9 = _____	5 × 5 = _____	8 × 7 = _____
8 × 2 = _____	6 × 3 = _____	6 × 5 = _____	10×10= _____	7 × 4 = _____
7 × 9 = _____	3 × 1 =_____	1 × 1 = _____	6 × 9 = _____	3 × 8 = _____
7 × 7 = _____	2 × 9 = _____	2 × 7 = _____	5 × 6 = _____	9 × 3 = _____
1 × 2 = _____	9 × 6 = _____	9 × 5 = _____	8 × 1 = _____	8 × 8 = _____

Notes:

Start Time:

End Time:

Total Time:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.7
× and ÷ Fact Fluency

Record the products to the expressions below.

4 x 8 = _____	1 x 9 = _____	3 x 5 = _____	6 x 6 = _____	2 x 3 = _____
0 x 8 = _____	9 x 9 = _____	2 x 2 = _____	7 x 8 = _____	5 x 1 = _____
3 x 3 = _____	5 x 4 = _____	2 x 8 = _____	4 x 3 = _____	9 x 7 = _____
4 x 9 = _____	2 x 6 = _____	5 x 9 = _____	3 x 7 = _____	8 x 5 = _____
1 x 4 =_____	7 x 6 = _____	4 x 4 = _____	8 x 3 = _____	4 x 6 = _____
7 x 2 = _____	8 x 9 = _____	3 x 9 = _____	5 x 5 = _____	8 x 7 = _____
8 x 2 = _____	6 x 3 = _____	6 x 5 = _____	10x10= _____	7 x 4 = _____
7 x 9 = _____	3 x 1 =_____	1 x 1 = _____	6 x 9 = _____	3 x 8 = _____
7 x 7 = _____	2 x 9 = _____	2 x 7 = _____	5 x 6 = _____	9 x 3 = _____
1 x 2 = _____	9 x 6 = _____	9 x 5 = _____	8 x 1 = _____	8 x 8 = _____

Notes:

Start Time:

End Time:

Total Time:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.8
2-Step Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. Susie baked 4 batches of cookies. Each batch made 10 cookies. After they cooled she ate 5. How many cookies does Susie have left?

2. Cam read 5 pages each night for an entire week. His sister read twice as many pages. How many pages did his sister read?

3. John wanted to start a baseball card collection. He bought 6 packages of cards. Each package contains 8 cards. His brother gave him 22 more cards for his birthday. How many cards does John now have in his collection?

4. Avery and Bailey went to the orchard to pick apples to make a pie. Avery picked 14 apples and Bailey picked 10 apples. It takes 3 apples to make a pie. How many pies were they able to bake?

5. Bob invited eleven friends to his birthday party. He and his friends each ate 2 pieces of pizza. If there were 8 slices in each whole pizza, how many pizzas did they eat in all.

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.8
2-Step Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. Susie baked 5 batches of cookies. Each batch made 10 cookies. After they cooled she ate 4. How many cookies does Susie have left?

2. Cam read 6 pages each night for an entire week. His sister read twice as many pages. How many pages did his sister read?

3. John wanted to start a baseball card collection. He bought 6 packages of cards. Each package contains 8 cards. His brother gave him 26 more cards for his birthday. How many cards does John now have in his collection?

4. Avery and Bailey went to the orchard to pick apples to make a pie. Avery picked 14 apples and Bailey picked 10 apples. It takes 4 apples to make a pie. How many pies were they able to bake?

5. Bob invited 15 friends to his birthday party. He and his friends each ate 2 pieces of pizza. If there were 8 slices in each whole pizza, how many pizzas did they eat in all.

Notes:

Score:

Name:_____ Date:_____

Operations and Algebraic Thinking

3.OA.8
2-Step Word Problems

Write an equation to show the solution to each of the problems below. Show or explain how you solved them.

1. Susie baked 4 batches of cookies. Each batch made 9 cookies. After they cooled she ate 5. How many cookies does Susie have left?

2. Cam read 7 pages each night for an entire week. His sister read twice as many pages. How many pages did his sister read?

3. John wanted to start a baseball card collection. He bought 7 packages of cards. Each package contains 8 cards. His brother gave him 22 more cards for his birthday. How many cards does John now have in his collection?

4. Avery and Bailey went to the orchard to pick apples to make a pie. Avery picked 14 apples and Bailey picked 10 apples. It takes 6 apples to make a pie. How many pies were they able to bake?

5. Bob invited 7 friends to his birthday party. He and his friends each ate 3 pieces of pizza. If there were 8 slices in each whole pizza, how many pizzas did they eat in all.

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.9
Number Patterns

Identify the pattern:

❶ 40, 50, 60, 70

The pattern is: _____

❷ 1, 3, 9, 27

The pattern is: _____

❸ 22, 24, 26, 28, 30

The pattern is: _____

Find the pattern and complete the tables:

❹

number of insects	2	3	4	5
number of legs	12	18		30

❺

number of tricycles	4	5	6	7
number of wheels	12		18	21

Complete the pattern by filling in the missing number:

❻ 2, 4, 6, ____, 10, 12

❼ 16, 20, ____, 28, 32

❽ 9, 12, ____, 18, 21, 24

Complete the series by listing all the multiples of 4:

❾ 4, 8, ___, ___, ___, ___, ___, 32

❿ Explain why all of the multiples of 4 are even numbers:

_____

_____

_____

_____

_____

_____

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.9
Number Patterns

Identify the pattern:

❶ 40, 45, 50, 55

The pattern is: _____

❷ 1, 2, 4, 8

The pattern is: _____

❸ 22, 26, 30, 34, 38

The pattern is: _____

Find the pattern and complete the tables:

❹

number of insects	2	3	4	5
number of legs	12		24	30

❺

number of tricycles	4	5	6	7
number of wheels	12	15		21

Complete the pattern by filling in the missing number:

❻ 2, 4, ____, 8, 10, 12

❼ 16, 20, 24, ____, 32

❽ 9, 12, 15, ____, 21, 24

Complete the series by listing all the multiples of 6:

❾ 6, 12, ___, ___, ___, ___, ___, 48

❿ Explain why all of the multiples of 6 are even numbers:

_____

_____

_____

_____

_____

_____

Notes:

Score:

Name:_____ Date:_____

Operations in Algebraic Thinking

3.OA.9
Number Patterns

Identify the pattern:

❶ 50, 60, 70, 80
The pattern is: _____

❷ 16, 20, 24, 28, 32
The pattern is: _____

❸ 30, 33, 36, 39, 42
The pattern is: _____

Find the pattern and complete the tables:

❹

number of dogs	2	3	4	5
number of legs	8	12		20

❺

number of tripods	4	5	6	7
number of legs	12	15	18	

Complete the pattern by filling in the missing number:

❻ 6, 12, 18 ____, 30, 36

❼ 12, 15, ____, 21, 24

❽ 27, 36, 45, ____, 63, 72

Complete the series by listing all the multiples of 7:

❾ 7, 14, ___, ___, ___, ___, ___, 56

❿ Explain why the multiples of 5 are even and odd numbers:

_____

_____

_____

_____

_____

_____

Notes:

Score:

Number and Operations in Base Ten

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.1
Rounding

Round each number to the nearest 10:

1. 67 _____
2. 529 _____
3. 26 _____
4. 894 _____
5. 325 _____

Round each number to the nearest 100:

6. 843 _____
7. 550 _____
8. 107 _____
9. 938 _____
10. 349 _____

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.1
Rounding

Round each number to the nearest 10:

1. 68 _____
2. 528 _____
3. 27 _____
4. 993 _____
5. 326 _____

Round each number to the nearest 100:

6. 842 _____
7. 650 _____
8. 108 _____
9. 937 _____
10. 249 _____

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.1
Rounding

Round each number to the nearest 10:

1. 66 _____
2. 629 _____
3. 25 _____
4. 794 _____
5. 425 _____

Round each number to the nearest 100:

6. 844 _____
7. 450 _____
8. 106 _____
9. 936 _____
10. 449 _____

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.2
Add & Subtract within 1000

Compute:

❶ 394 + 136 =

❷
$$\begin{array}{r} 992 \\ -\ 875 \\ \hline \end{array}$$

❸ 549 − 256 =

❹
$$\begin{array}{r} 382 \\ +\ 339 \\ \hline \end{array}$$

❺ 687 + 291 =

❻
$$\begin{array}{r} 456 \\ -\ 278 \\ \hline \end{array}$$

❼ 641 + 276 =

❽
$$\begin{array}{r} 793 \\ +\ 125 \\ \hline \end{array}$$

❾ 872 − 437 =

❿
$$\begin{array}{r} 901 \\ -\ 264 \\ \hline \end{array}$$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.2
Add & Subtract within 1000

Compute:

❶ 393 + 136 =

❷
$$\begin{array}{r} 991 \\ -\ 875 \\ \hline \end{array}$$

❸ 548 − 256 =

❹
$$\begin{array}{r} 381 \\ +\ 339 \\ \hline \end{array}$$

❺ 686 + 291 =

❻
$$\begin{array}{r} 455 \\ -\ 278 \\ \hline \end{array}$$

❼ 640 + 276 =

❽
$$\begin{array}{r} 792 \\ +\ 125 \\ \hline \end{array}$$

❾ 871 − 437 =

❿
$$\begin{array}{r} 801 \\ -\ 264 \\ \hline \end{array}$$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.2
Add & Subtract within 1000

Compute:

❶ 395 + 136 =

❷
$$\begin{array}{r} 993 \\ -\ 875 \\ \hline \end{array}$$

❸ 549 − 257 =

❹
$$\begin{array}{r} 383 \\ +\ 339 \\ \hline \end{array}$$

❺ 688 + 291 =

❻
$$\begin{array}{r} 457 \\ -\ 278 \\ \hline \end{array}$$

❼ 642 + 276 =

❽
$$\begin{array}{r} 794 \\ +\ 125 \\ \hline \end{array}$$

❾ 873 − 437 =

❿
$$\begin{array}{r} 902 \\ -\ 264 \\ \hline \end{array}$$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.3
Multiply 1-Digit x Multiples of 10

Compute:

1. $3 \times 90 =$
2. $5 \times 40 =$
3. $60 \times 8 =$
4. $9 \times 70 =$
5. $80 \times 4 =$
6. $20 \times 7 =$
7. $9 \times 60 =$
8. $2 \times 30 =$
9. $50 \times 8 =$
10. $10 \times 5 =$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.3
Multiply 1-Digit x Multiples of 10

Compute:

1. $4 \times 90 =$
2. $4 \times 40 =$
3. $70 \times 8 =$
4. $8 \times 70 =$
5. $80 \times 5 =$
6. $20 \times 6 =$
7. $9 \times 70 =$
8. $2 \times 20 =$
9. $60 \times 8 =$
10. $10 \times 4 =$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Base Ten

3.NBT.3
Multiply 1-Digit x Multiples of 10

Compute:

1. 3 x 80 =
2. 5 x 30 =
3. 60 x 9 =
4. 9 x 60 =
5. 90 x 4 =
6. 30 x 7 =
7. 9 x 50=
8. 5 x 40 =
9. 60 x 8 =
10. 20 x 5 =

Notes:

Score:

Number and Operations in Fractions

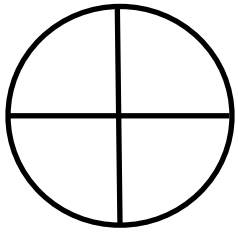
Name:_____ Date:_____

Number and Operations in Fractions

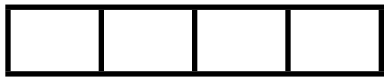
3.NF.1
Numbers & Fractions

Shade the shape to model the fraction:

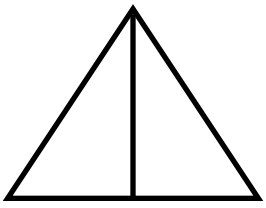
❶ $\frac{1}{4}$



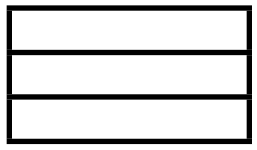
❷ $\frac{3}{4}$



❸ $\frac{1}{2}$



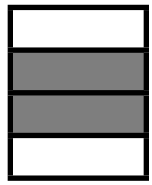
❹ $\frac{2}{3}$



❺ A pizza has eight slices. Three slices of the pizza have pepperoni on top. What fraction of the pizza has pepperoni?

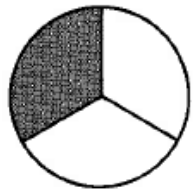
Name the shaded parts:

❻



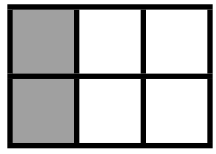
_____

❼



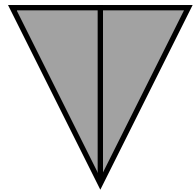
_____

❽



_____

❾



_____

❿ My cat had four kittens. One is black and three are white. What fraction of the kittens are white?

Notes:

Score:

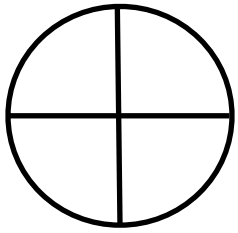
Name:_____ Date:_____

Number and Operations in Fractions

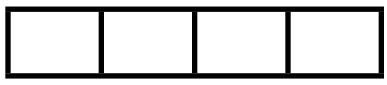
3.NF.1
Numbers & Fractions

Shade the shape to model the fraction:

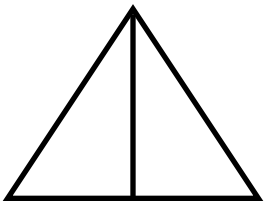
❶ $\frac{2}{4}$



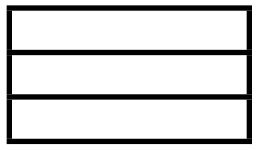
❷ $\frac{1}{4}$



❸ $\frac{2}{2}$



❹ $\frac{1}{3}$



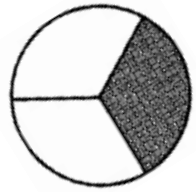
❺ A pizza has eight slices. Four slices of the pizza have pepperoni on top. What fraction of the pizza has pepperoni?

Name the shaded parts:

❻

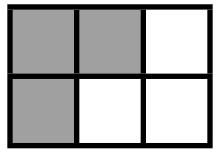
_____

❼



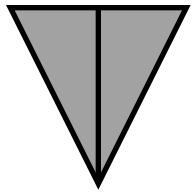
_____

❽



_____

❾



_____

❿ My cat had four kittens. One is black and three are white. What fraction of the kittens are black?

Notes:

Score:

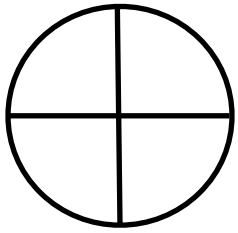
Name:_____ Date:_____

Number and Operations in Fractions

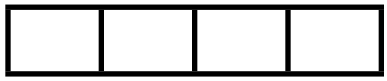
3.NF.1
Numbers & Fractions

Shade the shape to model the fraction:

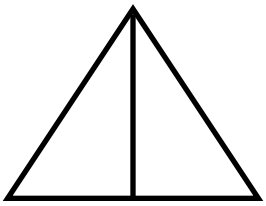
❶ $\frac{3}{4}$



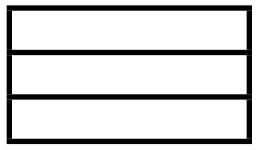
❷ $\frac{2}{4}$



❸ $\frac{1}{2}$



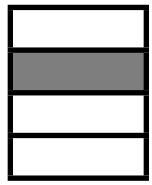
❹ $\frac{2}{3}$



❺ A pizza has eight slices. Two slices of the pizza have pepperoni on top. What fraction of the pizza has pepperoni?

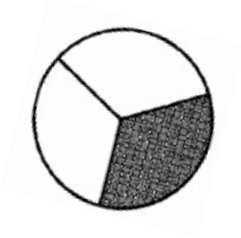
Name the shaded parts:

❻



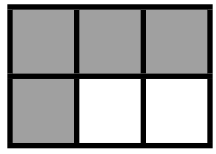
_____

❼



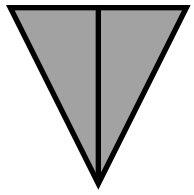
_____

❽



_____

❾



_____

❿ My cat had four kittens. Three are black and one is white. What fraction of the kittens are white?

Notes:

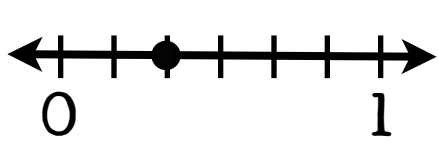
Score:

Name:_____ Date:_____

Number and Operations in Fractions

3.NF.2
Numbers on a Number Line

Write a fraction that names the points:

❶ 

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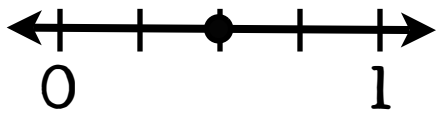
❷ 

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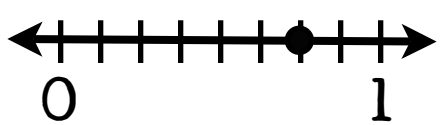
❸ 

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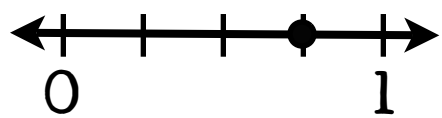
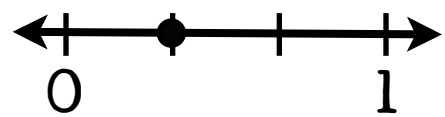
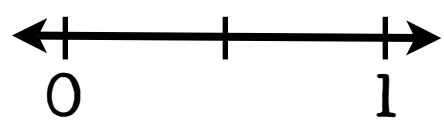
❹ 

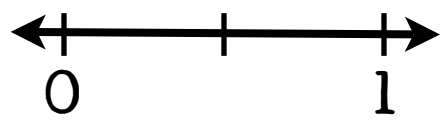
____

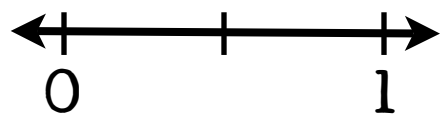
❺ 

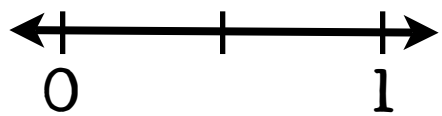
____

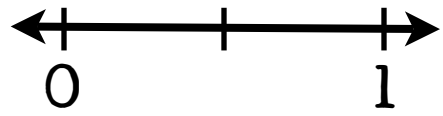
Draw a point on each number line to show the fraction:

❻ $\frac{3}{4}$ 

❼ $\frac{2}{8}$ 

❽ $\frac{5}{6}$ 

❾ $\frac{8}{8}$ 

❿ $\frac{2}{4}$ 

Notes:

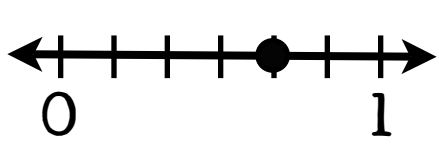
Score:

Name:_____ Date:_____

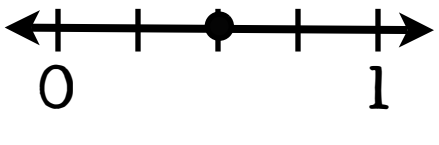
Number and Operations in Fractions

3.NF.2
Numbers on a Number Line

Write a fraction that names the points:

❶ 

____

❷ 

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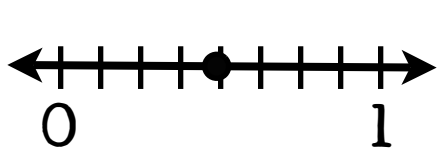
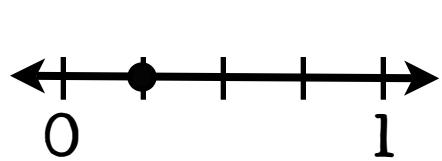
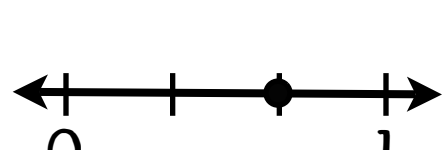
❸ 

____

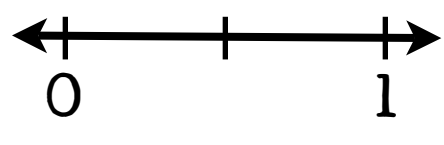
❹ 

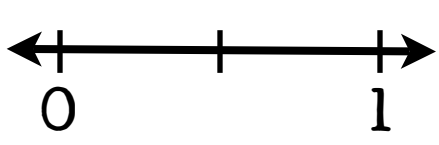
____

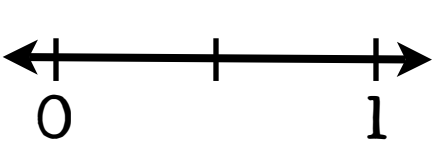
❺ 

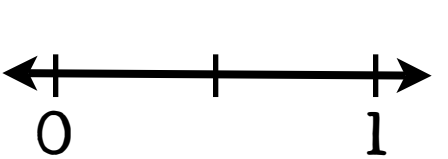
____

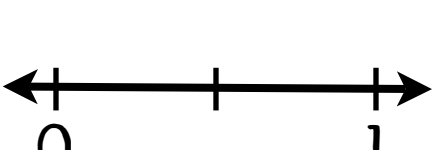
Draw a point on each number line to show the fraction:

❻ $\frac{2}{4}$ 

❼ $\frac{3}{8}$ 

❽ $\frac{4}{6}$ 

❾ $\frac{7}{8}$ 

❿ $\frac{4}{4}$ 

Notes:

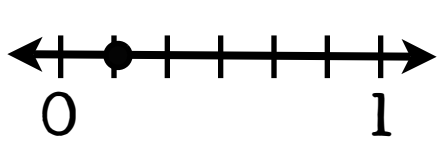
Score:

Name:_____ Date:_____

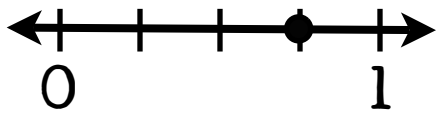
Number and Operations in Fractions

3.NF.2
Numbers on a Number Line

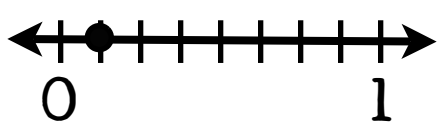
Write a fraction that names the points:

❶ 

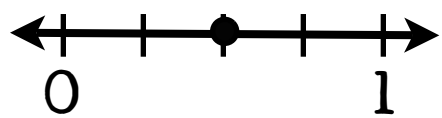
____

❷ 

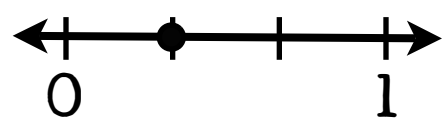
____

❸ 

____

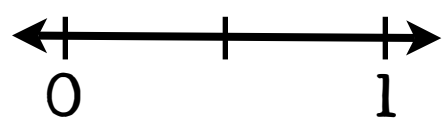
❹ 

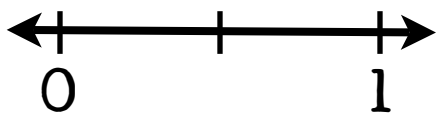
____

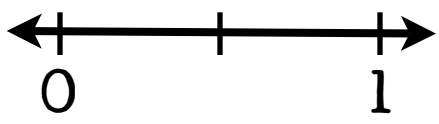
❺ 

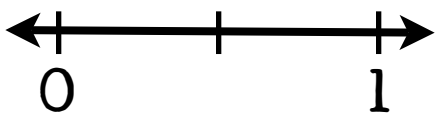
____

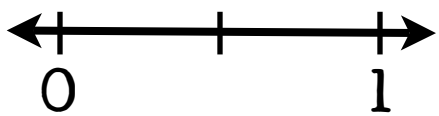
Draw a point on each number line to show the fraction:

❻ $\frac{4}{4}$ 

❼ $\frac{6}{8}$ 

❽ $\frac{3}{6}$ 

❾ $\frac{7}{8}$ 

❿ $\frac{3}{4}$ 

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Fractions

3.NF.3
Equivalent Fractions

Compare the fractions using >, <, or =

❶ $\frac{3}{4} \bigcirc \frac{1}{2}$

❷ $\frac{2}{6} \bigcirc \frac{5}{6}$

❸ $\frac{4}{8} \bigcirc \frac{2}{4}$

❹ $\frac{3}{6} \bigcirc \frac{1}{3}$

❺ $\frac{1}{4} \bigcirc \frac{2}{8}$

Complete the fractions to make them equivalent:

❻ $\frac{2}{4} = \frac{\quad}{2}$

❼ $\frac{1}{4} = \frac{\quad}{8}$

❽ $\frac{8}{8} = \frac{\quad}{6}$

Circle the fraction that is the greatest in each of the rows below:

❾ $\frac{2}{8}$ $\frac{3}{6}$ $\frac{1}{4}$ $\frac{2}{3}$

❿ $\frac{1}{2}$ $\frac{6}{8}$ $\frac{1}{3}$ $\frac{6}{6}$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Fractions

3.NF.3
Equivalent Fractions

Compare the fractions using >, <, or =

❶ $\frac{1}{2} \bigcirc \frac{3}{4}$

❷ $\frac{2}{6} \bigcirc \frac{5}{6}$

❸ $\frac{2}{4} \bigcirc \frac{4}{8}$

❹ $\frac{1}{3} \bigcirc \frac{3}{6}$

❺ $\frac{2}{8} \bigcirc \frac{1}{4}$

Complete the fractions to make them equivalent:

❻ $\frac{\quad}{4} = \frac{1}{2}$

❼ $\frac{1}{4} = \frac{\quad}{8}$

❽ $\frac{\quad}{6} = \frac{8}{8}$

Circle the fraction that is the least in each of the rows below:

❾ $\frac{1}{8}$ $\frac{3}{6}$ $\frac{1}{4}$ $\frac{2}{3}$

❿ $\frac{1}{2}$ $\frac{6}{8}$ $\frac{1}{3}$ $\frac{6}{6}$

Notes:

Score:

Name:_____ Date:_____

Number and Operations in Fractions

3.NF.3
Equivalent Fractions

Compare the fractions using >, <, or =

❶ $\frac{3}{4} \bigcirc \frac{1}{6}$

❷ $\frac{4}{6} \bigcirc \frac{5}{6}$

❸ $\frac{4}{8} \bigcirc \frac{3}{6}$

❹ $\frac{3}{6} \bigcirc \frac{1}{4}$

❺ $\frac{1}{3} \bigcirc \frac{2}{8}$

Complete the fractions to make them equivalent:

❻ $\frac{3}{6} = \frac{\quad}{2}$

❼ $\frac{2}{4} = \frac{\quad}{8}$

❽ $\frac{1}{4} = \frac{\quad}{8}$

Circle the fraction that is the greatest in each of the rows below:

❾ $\frac{4}{8}$ $\frac{2}{6}$ $\frac{1}{4}$ $\frac{3}{3}$

❿ $\frac{1}{2}$ $\frac{6}{8}$ $\frac{2}{3}$ $\frac{2}{6}$

Notes:

Score:

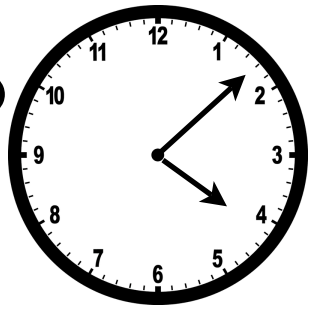
Measurement and Data

Name:_____ Date:_____

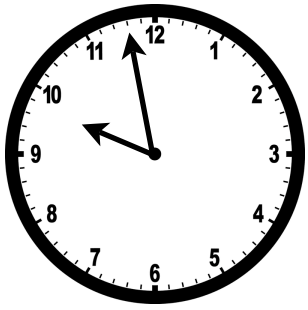
Measurement and Data

3.MD.1
Time to the Minute

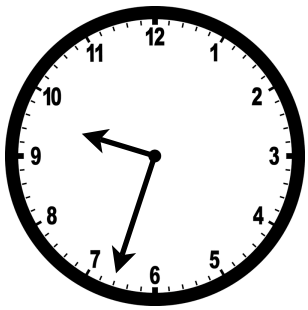
Write the time:

❶ 

_____

❷ 

_____

❸ 

_____

What time will it be 15 minutes later?

❹ 9:18 _____

❺ 4:53 _____

What time was it 15 minutes earlier?

❻ 12:02 _____

❼ 8:33 _____

Solve:

❽ Joe began reading his book at 10:51. He read for 38 minutes. What time did he finish?

_____

❾ Sue practiced playing the piano for 42 minutes. She ended at 7:35. What time did she begin?

_____

❿ Cam's mom dropped him off at a birthday party at 3:14. The party ends at 5:00. How long will Cam be at the party?

_____

Notes:

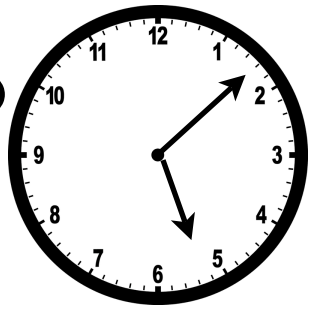
Score:

Name:_____ Date:_____

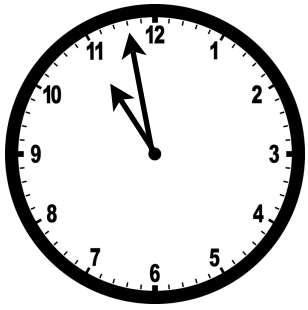
Measurement and Data

3.MD.1
Time to the Minute

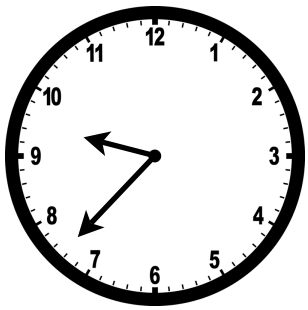
Write the time:

❶ 

_____

❷ 

_____

❸ 

_____

What time will it be 15 minutes later?

❹ 9:19 _____

❺ 4:54 _____

What time was it 15 minutes earlier?

❻ 12:03 _____

❼ 8:34 _____

Solve:

❽ Joe began reading his book at 10:52. He read for 38 minutes. What time did he finish?

_____

❾ Sue practiced playing the piano for 43 minutes. She ended at 7:35. What time did she begin?

_____

❿ Cam's mom dropped him off at a birthday party at 3:16. The party ends at 5:00. How long will Cam be at the party?

_____

Notes:

Score:

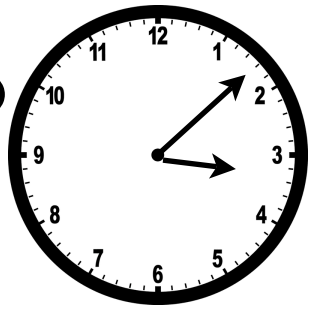
{assessment two}

Name:_____ Date:_____

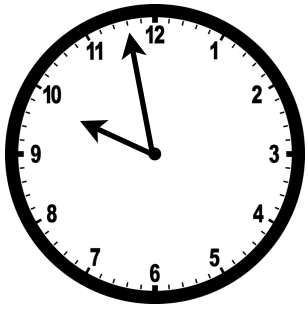
Measurement and Data

3.MD.1
Time to the Minute

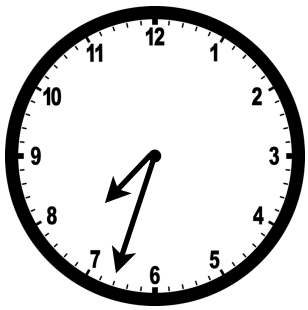
Write the time:

❶ 

_____

❷ 

_____

❸ 

_____

What time will it be 15 minutes later?

❹ 9:17 _____

❺ 4:52 _____

What time was it 15 minutes earlier?

❻ 1:03 _____

❼ 8:36 _____

Solve:

❽ Ed began reading his book at 9:53. He read for 38 minutes. What time did he finish?

_____

❾ Sue practiced playing the piano for 46 minutes. She ended at 7:35. What time did she begin?

_____

❿ Cam's mom dropped him off at a birthday party at 3:16. The party ends at 6:00. How long will Cam be at the party?

_____

Notes:

Score:

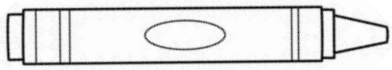
Name:_____ Date:_____

Measurement and Data

3.MD.2
Volumes and Masses

Estimate the mass of each object.
Circle your answer.

❶ 4 grams
4 kilograms



❷ 

1 gram
1 kilogram

❸ 200 grams
200 kilograms

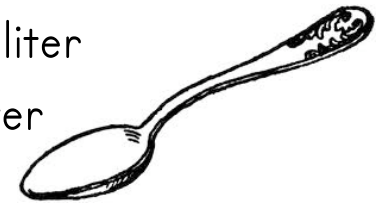
❹ 

10 grams
10 kilograms

❺ 1 gram
1 kilogram

Estimate the capacity of each object.
Circle your answer.

❻ more than a liter
less than a liter



❼ 

more than a liter
less than a liter

❽ more than a liter
less than a liter

❾ 

more than a liter
less than a liter

❿ more than a liter
less than a liter

Notes:

Score:

Name:_____ Date:_____

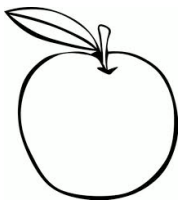
Measurement and Data

3.MD.2
Volumes and Masses

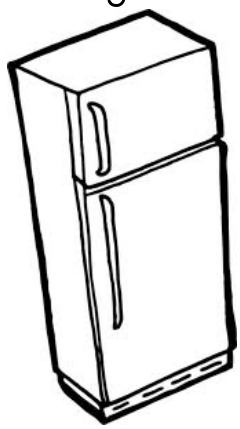
Estimate the mass of each object.
Circle your answer.

❶ 5 grams
5 kilograms

❷ 1 gram
1 kilogram



❸ 300 grams
300 kilograms

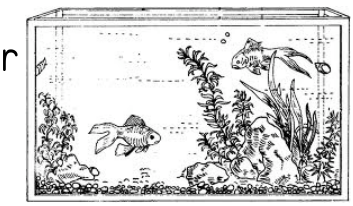


❹ 8 grams
8 kilograms

❺ 1 gram
1 kilogran

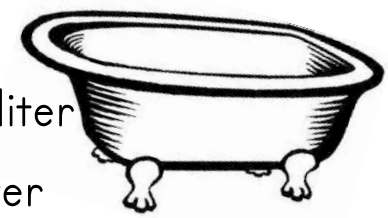
Estimate the capacity of each object.
Circle your answer.

❻ more than a liter
less than a liter



❼ more than a liter
less than a liter

❽ more than a liter
less than a liter



❾ more than a liter
less than a liter

❿ more than a liter
less than a liter

Notes:

Score:

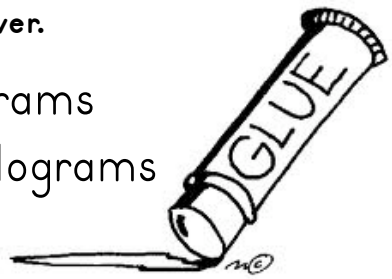
Name:_____ Date:_____

Measurement and Data

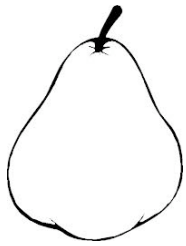
3.MD.2
Volumes and Masses

Estimate the mass of each object.
Circle your answer.

❶ 5 grams
5 kilograms

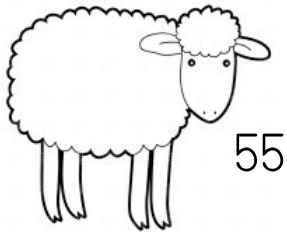


❷ 1 gram
1 kilogram



❸ 250 grams
250 kilograms

❹ 55 grams
55 kilograms



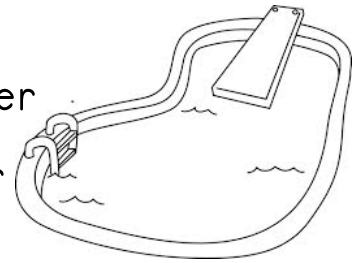
❺ 1 gram
1 kilogram

Estimate the capacity of each object.
Circle your answer.

❻ more than a liter
less than a liter

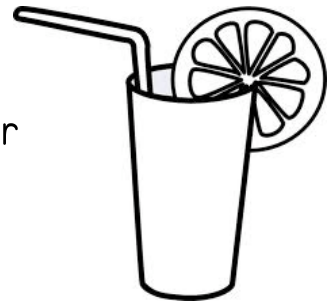
❼ more than a liter
less than a liter

❽ more than a liter
less than a liter



❾ more than a liter
less than a liter

❿ more than a liter
less than a liter



Notes:

Score:

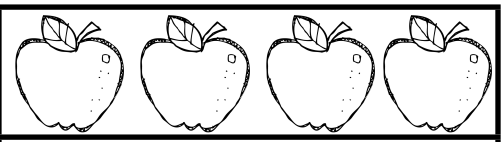
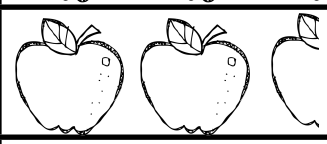
Name:_____ Date:_____

Measurement and Data

3.MD.3
Picture and Bar Graphs

Use the picture graph to answer the questions:

favorite apple products

pie	
crisp	
juice	

 = 10 students

1. How many students like apple crisp the best? _____
2. How many more students prefer apple pie to apple juice?_____
3. How many fewer students prefer apple crisp than apple juice?_____
4. How many students participated in the survey? _____
5. Complete the picture graph to show that 15 students like applesauce the best.

In the space below complete a bar graph using the following information:

6. Joe surveyed his school to find out which sandwich they liked best. 498 like tuna, 350 like cheese, and 103 like ham.

Title:_____

7. How many more students prefer tuna to cheese?_____
8. How many fewer students prefer ham than tuna? _____
9. How many total children chose tuna or ham? _____
10. How many students participated in the survey? _____

Notes:

Score:

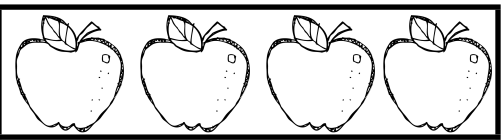
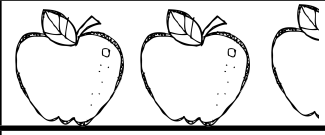
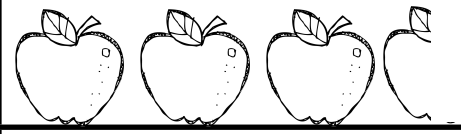
Name:_____ Date:_____

Measurement and Data

3.MD.3
Picture and Bar Graphs

Use the picture graph to answer the questions:

favorite apple products

pie	
crisp	
juice	

 = 6 students

1. How many students like apple crisp the best? _____
2. How many more students prefer apple pie to apple juice?_____
3. How many fewer students prefer apple crisp than apple juice?_____
4. How many students participated in the survey? _____
5. Complete the picture graph to show that 12 students like applesauce the best.

In the space below complete a bar graph using the following information:

6. Ed surveyed his school to find out which special class they liked best. 487 like gym, 347 like art, and 97 like music.

Title:_____

7. How many more students prefer gym to art?_____
8. How many fewer students prefer music than gym? _____
9. How many total children chose gym aor music? _____
10. How many students participated in the survey? _____

Notes:

Score:

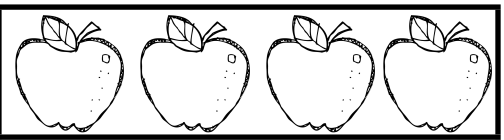
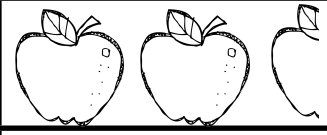
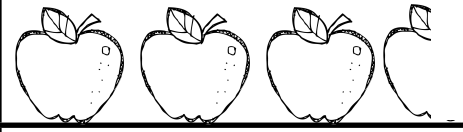
Name:_____ Date:_____

Measurement and Data

3.MD.3
Picture and Bar Graphs

Use the picture graph to answer the questions:

favorite apple products

pie	
crisp	
juice	

 = 4 students

1. How many students like apple crisp the best? _____
2. How many more students prefer apple pie to apple juice?_____
3. How many fewer students prefer apple crisp than apple juice?_____
4. How many students participated in the survey? _____
5. Complete the picture graph to show that 8 students like applesauce the best.

In the space below complete a bar graph using the following information:

6. Jake surveyed his school to find out which sport they liked best. 497 like baseball, 349 like tennis, and 104 like football.

Title:_____

7. How many more students prefer baseball to tennis?_____
8. How many fewer students prefer football to baseball? _____
9. How many total children chose baseball or football? _____
10. How many students participated in the survey? _____

Notes:

Score:

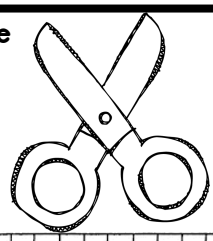
Name:_____ Date:_____

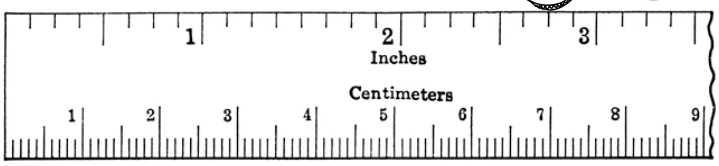
Measurement and Data

3.MD.4
Measurement and Line Plots

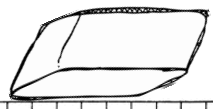
Measure each school supply to the nearest ¼ inch.

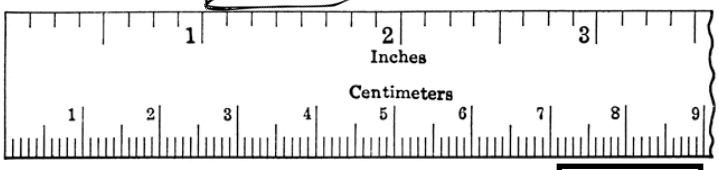
❶ answer:



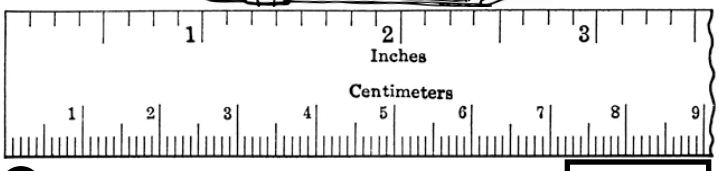


❷ answer:

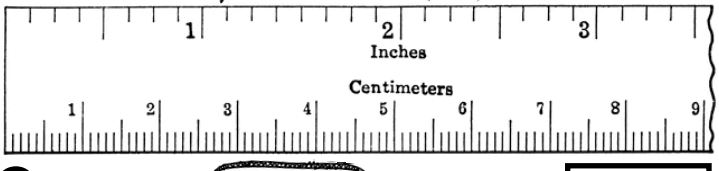




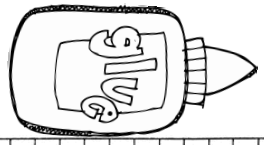
❸ answer:

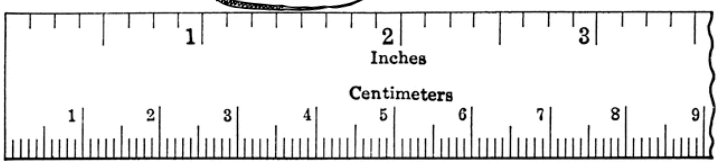


❹ answer:



❺ answer:





❻ Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
5	𝍸
5 ¼	𝍸 |
5 ½	𝍸 𝍸
5¾	𝍸 ||
6	||

Length of Pencils in Inches

❼ How many pencils were more than 5¼ inches? _____

❽ Were there any outliers?_____

❾ How many pencils were shorter than 5¾ inches? _____

❿ Were more of Avery's pencils longer or shorter than 5½ inches? _____

Notes:

Score:

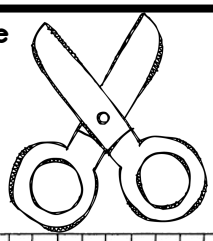
Name:_____ Date:_____

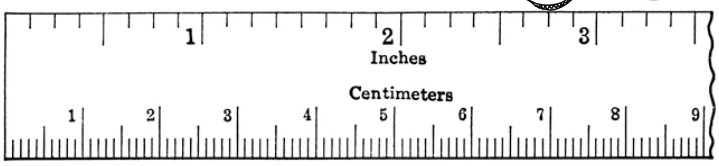
Measurement and Data

3.MD.4
Measurement and Line Plots

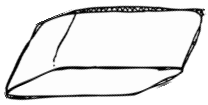
Measure each school supply to the nearest ¼ inch.

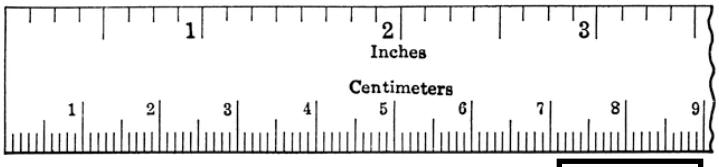
❶ answer:



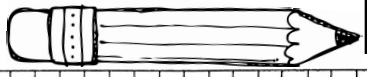


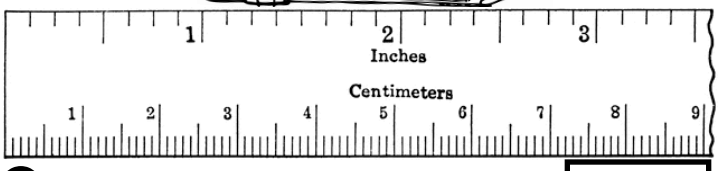
❷ answer:



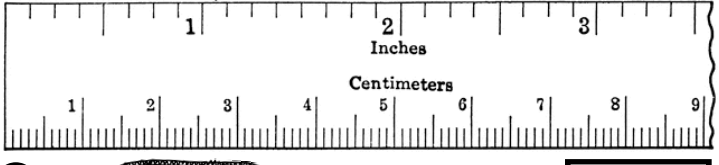


❸ answer:

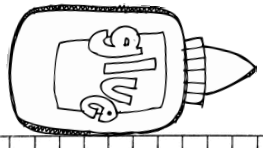


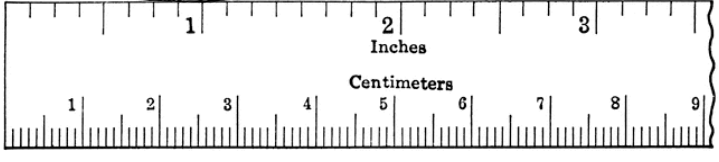


❹ answer:



❺ answer:





❻ Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
6	𝍸
6 ¼	𝍸 |
6 ½	𝍸 𝍸
6¾	𝍸 ||
7	||

Length of Pencils in Inches

❼ How many pencils were more than 6¼ inches? _____

❽ Were there any outliers?_____

❾ How many pencils were shorter than 6¾ inches? _____

❿ Were more of Avery's pencils longer or shorter than 6½ inches? _____

Notes:

Score:

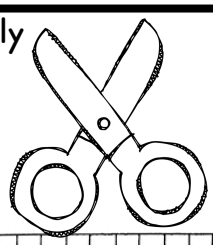
Name:_____ Date:_____

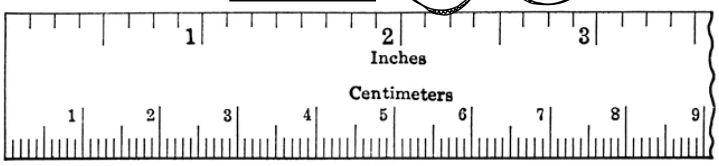
Measurement and Data

3.MD.4
Measurement and Line Plots

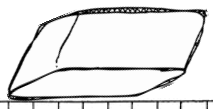
Measure each school supply to the nearest ¼ inch.

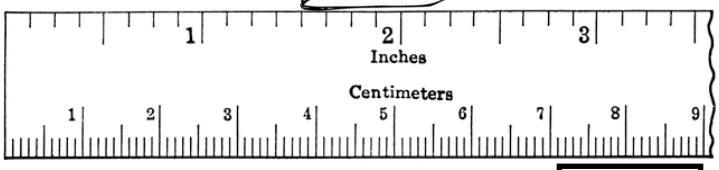
❶ answer:



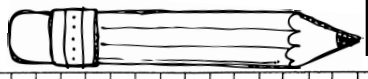


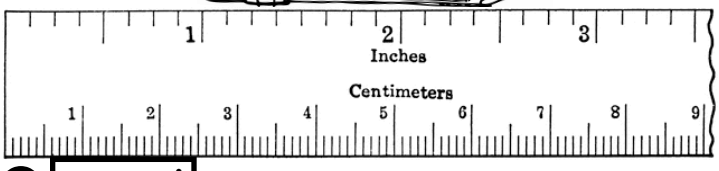
❷ answer:



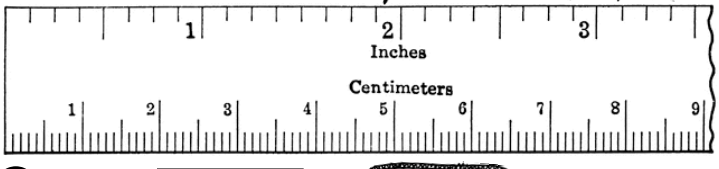


❸ answer:

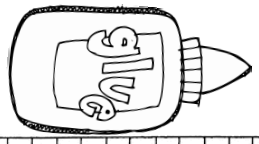


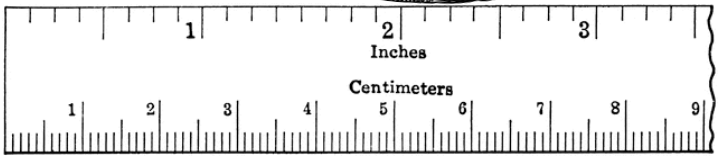


❹ answer:



❺ answer:





❻ Avery measured the length of her colored pencils. The table shows her data. Create a line plot to represent her data:

length in inches	number of pencils
5	𝍸 I
5 ¼	𝍸 𝍸
5 ½	𝍸 𝍸
5¾	𝍸 III
6	IIII

Length of Pencils in Inches

❼ How many pencils were more than 5¼ inches? _____

❽ Were there any outliers?_____

❾ How many pencils were shorter than 5¾ inches? _____

❿ Were more of Avery's pencils longer or shorter than 5½ inches? _____

Notes:

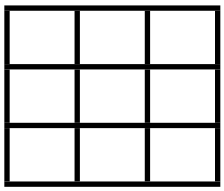
Score:

Name:_____ Date:_____

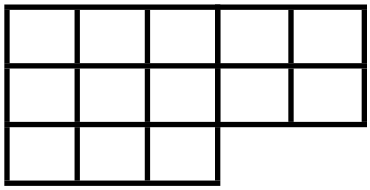
Measurement and Data

3.MD.5
Understanding Area

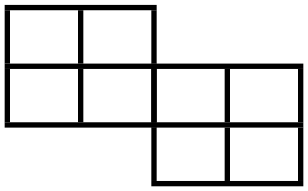
What is the area of the shapes below?

❶ 

_____

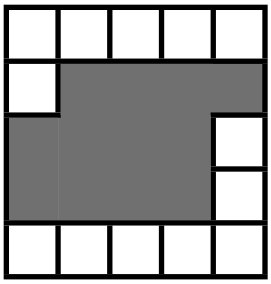
❷ 

_____

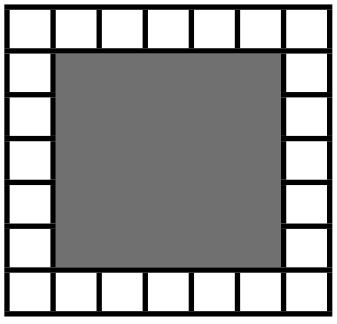
❸ 

_____

What is the area of the shaded part of each figure below?

❹ 

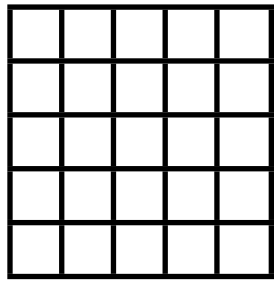
_____

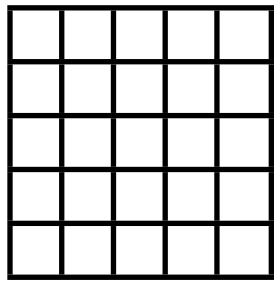
❺ 

_____

Draw a figure to match the area:

❻ 8 square units



❼ 

12 square units

Solve:

❽ A rectangle has 5 rows and 3 columns. What is the area?

❾ A square has 6 rows and 6 columns. What is the area?

❿ A rectangle has 4 rows and 2 columns. What is the area?

Notes:

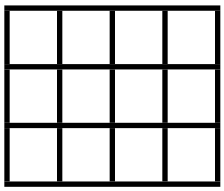
Score:

Name:_____ Date:_____

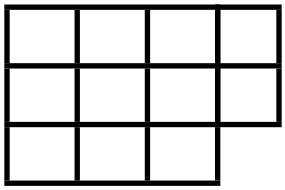
Measurement and Data

3.MD.5
Understanding Area

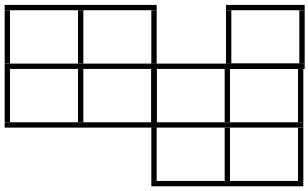
What is the area of the shapes below?

❶ 

_____

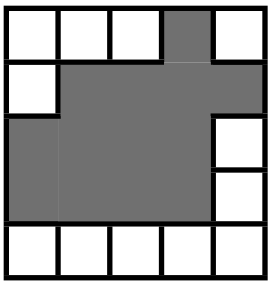
❷ 

_____

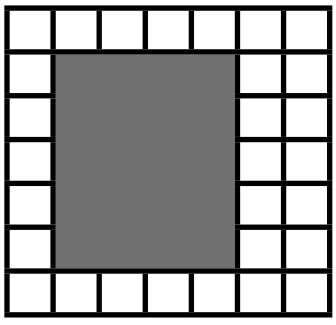
❸ 

_____

What is the area of the shaded part of each figure below?

❹ 

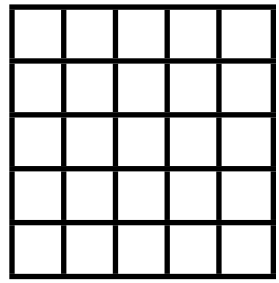
_____

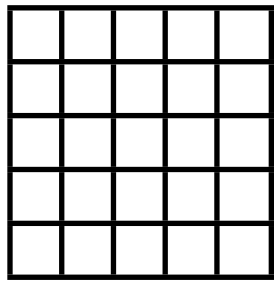
❺ 

_____

Draw a figure to match the area:

❻ 7 square units



❼ 

13 square units

Solve:

❽ A rectangle has 5 rows and 4 columns. What is the area?

❾ A rectangle has 6 rows and 7 columns. What is the area?

❿ A rectangle has 4 rows and 3 columns. What is the area?

Notes:

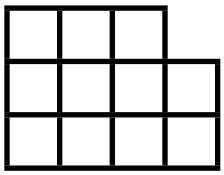
Score:

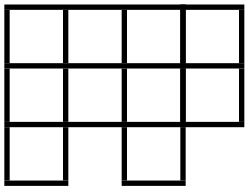
Name:_____ Date:_____

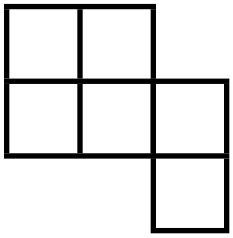
Measurement and Data

3.MD.5
Understanding Area

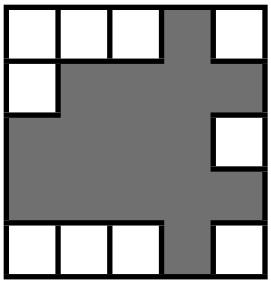
What is the area of the shapes below?

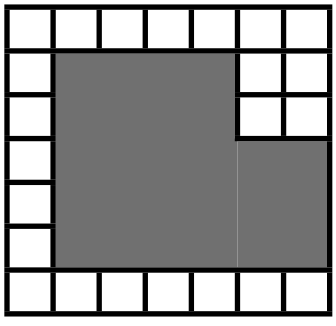
❶  _____

❷  _____

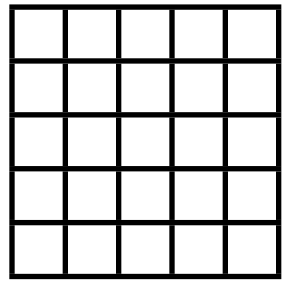
❸  _____

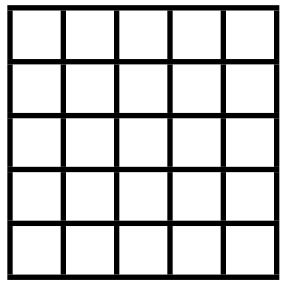
What is the area of the shaded part of each figure below?

❹  _____

❺ _____ 

Draw a figure to match the area:

❻ 9 square units 

❼  14 square units

Solve:

❽ A rectangle has 4 rows and 3 columns. What is the area?

❾ A rectangle has 8 rows and 6 columns. What is the area?

❿ A rectangle has 4 rows and 6 columns. What is the area?

Notes:

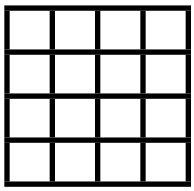
Score:

Name:_____ Date:_____

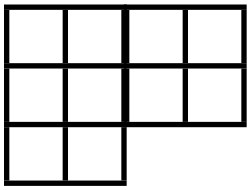
Measurement and Data

3.MD.6
Area Counting Square Units

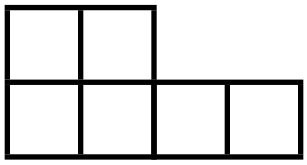
What is the area of the shapes below?

❶ 

_____

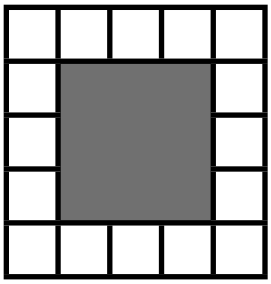
❷ 

_____

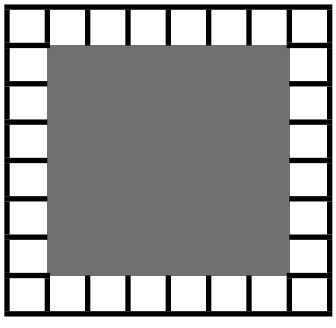
❸ 

_____

What is the area of the shaded part of each figure below?

❹ 

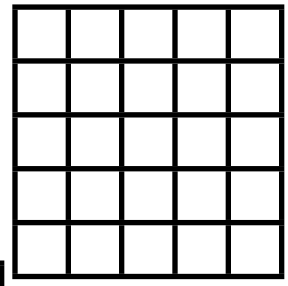
_____

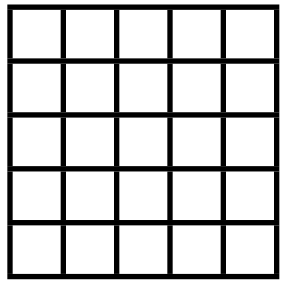
❺ 

_____

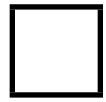
Draw a figure to match the area:

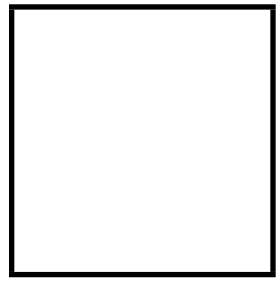
❻ 7 square units



❼ 

18 square units

How many of these tiles would be needed to cover the figures below?: 

❽ 

❾ 

❿ 

Notes:

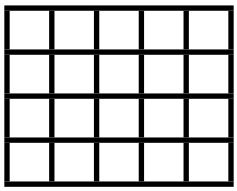
Score:

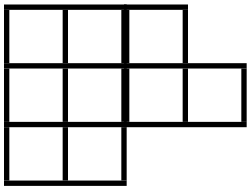
Name:_____ Date:_____

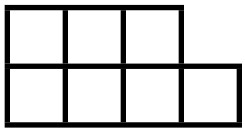
Measurement and Data

3.MD.6
Area Counting Square Units

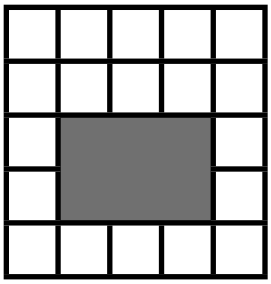
What is the area of the shapes below?

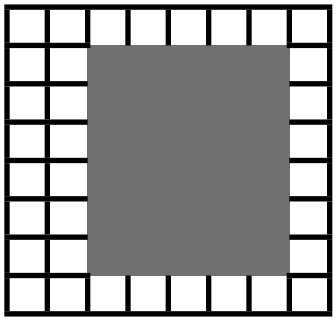
❶  _____

❷  _____

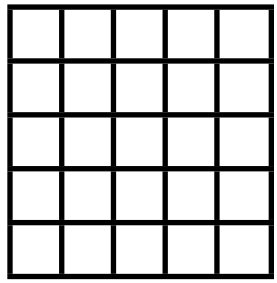
❸  _____

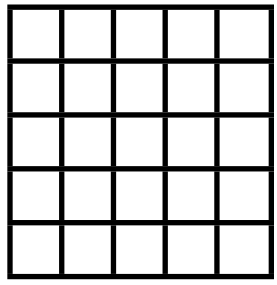
What is the area of the shaded part of each figure below?

❹  _____

❺  _____

Draw a figure to match the area:

❻ 8 square units 

❼  20 square units

How many of these tiles would be needed to cover the figures below?: ☐

❽ 

❾ 

❿ 

Notes:

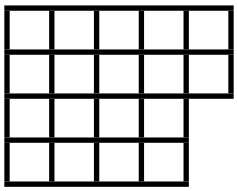
Score:

Name:_____ Date:_____

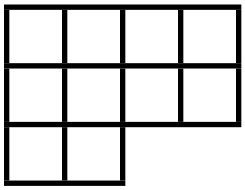
Measurement and Data

3.MD.6
Area Counting Square Units

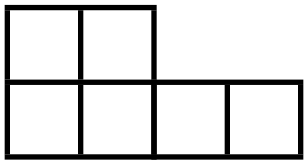
What is the area of the shapes below?

❶ 

_____

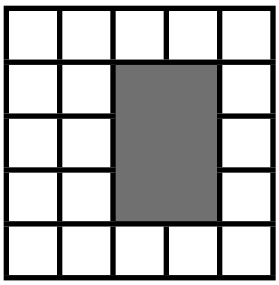
❷ 

_____

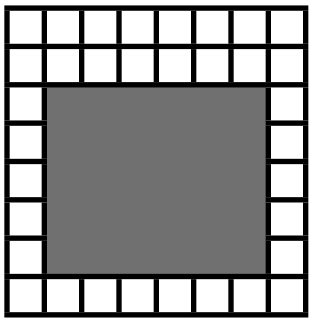
❸ 

_____

What is the area of the shaded part of each figure below?

❹ 

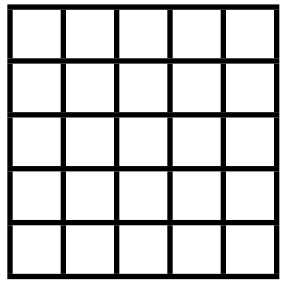
_____

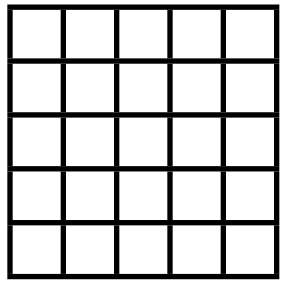
❺ 

_____

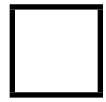
Draw a figure to match the area:

❻ 6 square units



❼ 

17 square units

How many of these tiles would be needed to cover the figures below?: 

❽ 

❾ 

❿ 

Notes:

Score:

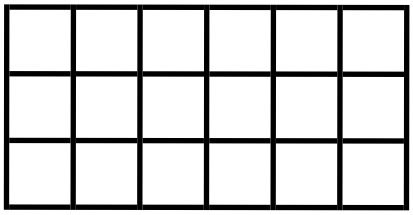
Name:_____ Date:_____

Measurement and Data

3.MD.7
Finding Area: Multiplication

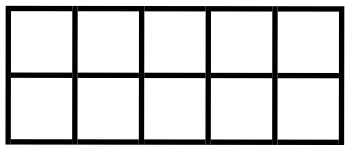
Write an addition equation to represent each array and solve to find the area.

❶



_____

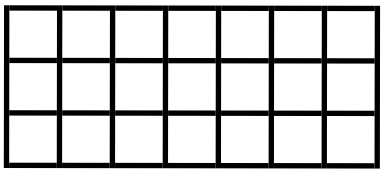
❷



_____

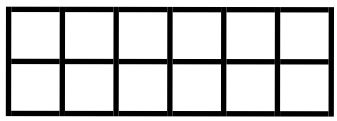
Write a multiplication equation to represent each array and solve to find the area.

❸



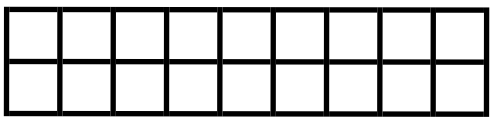
_____

❹



_____

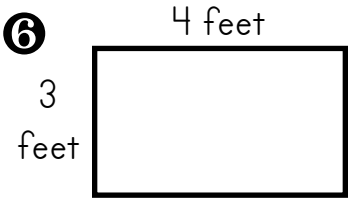
❺



_____

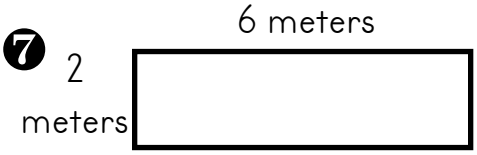
Use the dimensions to determine the area of the shapes.

❻



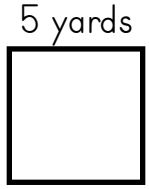
_____

❼



_____

❽



_____

Solve:

❾ My neighbor has a garden. The width is 20 feet and the length is 9 feet. What is the area of her garden?

_____

❿ Bob wants to buy a new carpet for his room. The length of the room is 10 feet and the width of the room is 8 feet. What is the area of his room?

_____

Notes:

Score:

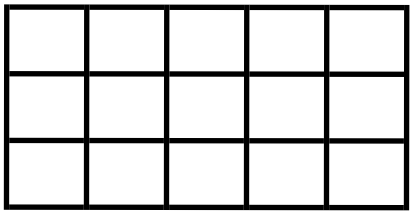
Name:_____ Date:_____

Measurement and Data

3.MD.7
Finding Area: Multiplication

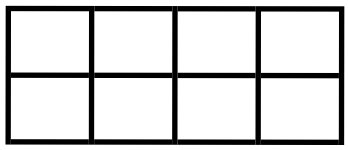
Write an addition equation to represent each array and solve to find the area.

❶



_____

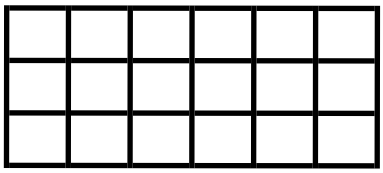
❷



_____

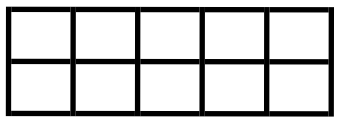
Write a multiplication equation to represent each array and solve to find the area.

❸



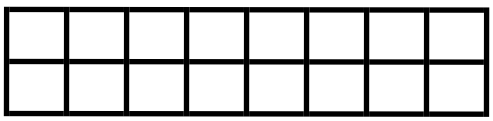
_____

❹



_____

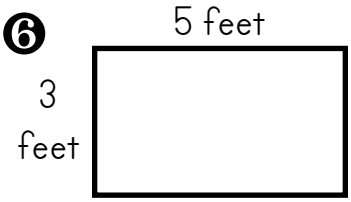
❺



_____

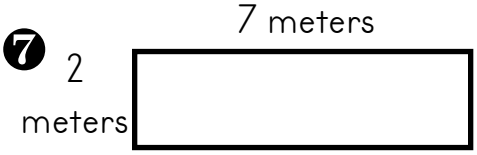
Use the dimensions to determine the area of the shapes.

❻



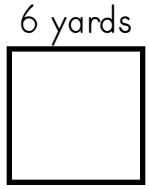
_____

❼



_____

❽



_____

Solve:

❾ My neighbor has a garden. The width is 20 feet and the length is 8 feet. What is the area of her garden?

_____

❿ Bob wants to buy a new carpet for his room. The length of the room is 10 feet and the width of the room is 9 feet. What is the area of his room?

_____

Notes:

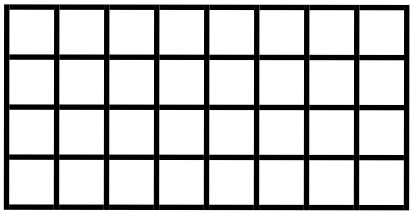
Score:

Name:_____ Date:_____

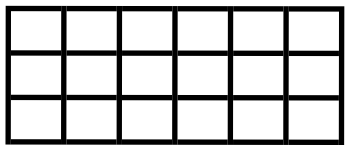
Measurement and Data

3.MD.7
Finding Area: Multiplication

Write an addition equation to represent each array and solve to find the area.

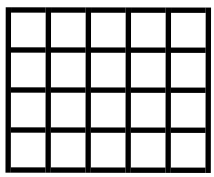
❶ 

_____

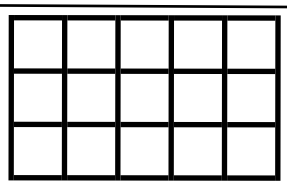
❷ 

_____

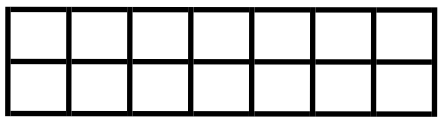
Write a multiplication equation to represent each array and solve to find the area.

❸ 

_____

❹ 

_____

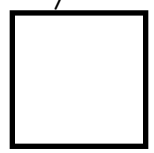
❺ 

_____

Use the dimensions to determine the area of the shapes.

❻ 5 feet, 4 feet  _____

❼ 7 meters, 3 meters  _____

❽ 8 yards  _____

Solve:

❾ My neighbor has a garden. The width is 30 feet and the length is 7 feet. What is the area of her garden?

_____

❿ Bob wants to buy a new carpet for his room. The length of the room is 10 feet and the width of the room is 7 feet. What is the area of his room?

_____

Notes:

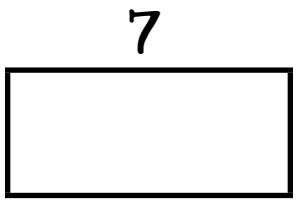
Score:

Name:_____ Date:_____

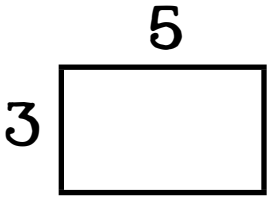
Measurement and Data

3.MD.8
Perimeter

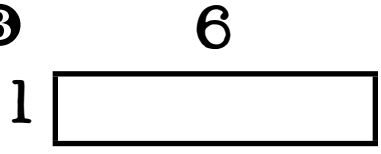
What is the perimeter of the figures below?

❶


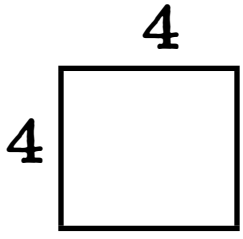
_____

❷


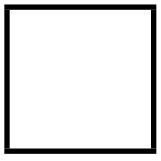
_____

❸


_____

❹


_____

❺


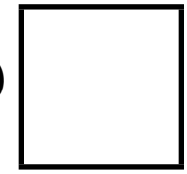
_____

The rectangle below has a perimeter of 26 feet. What is the length?

❻

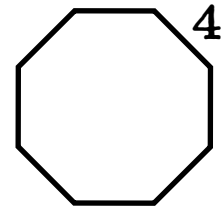

_____

The square below has a perimeter of 36 inches. What is the length?

❼


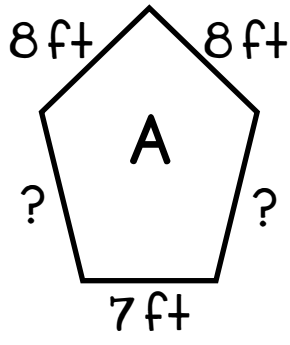
_____

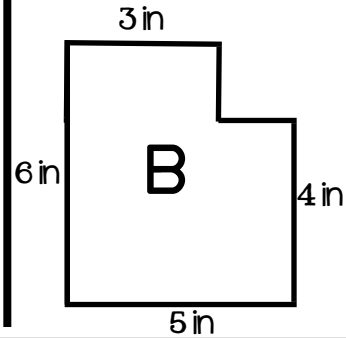
Find the perimeter of the octagon.

❽


_____

❾ Shape A has a total perimeter of 41 feet. What is the length of the two unknown equal sides?_____





❿ What is the perimeter of shape B?_____

Notes:

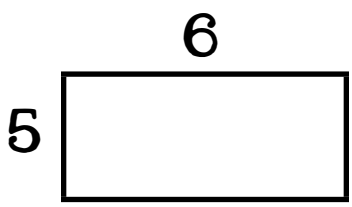
Score:

Name:_____ Date:_____

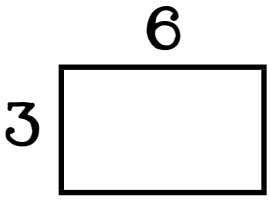
Measurement and Data

3.MD.8
Perimeter

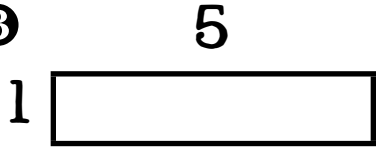
What is the perimeter of the figures below?

❶


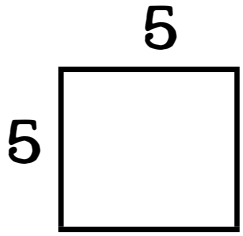
_____

❷


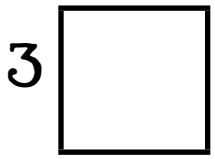
_____

❸


_____

❹


_____

❺


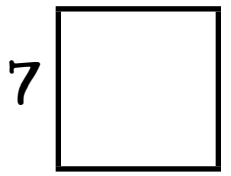
_____

The rectangle below has a perimeter of 28 feet. What is the length?

❻

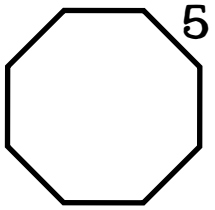

_____

The square below has an perimeter of 28 inches. What is the length?

❼


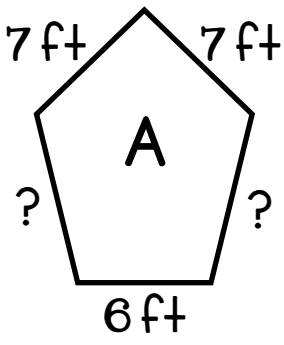
_____

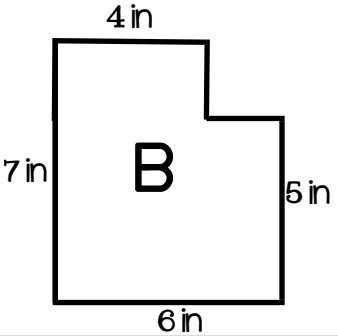
Find the perimeter of the octagon.

❽


_____

❾ Shape A has a total perimeter of 36 feet. What is the length of the two unknown equal sides?_____





❿ What is the perimeter of shape B?_____

Notes:

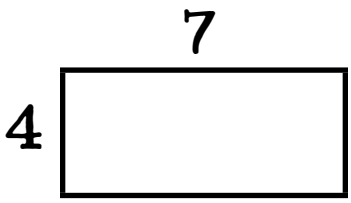
Score:

Name:_____ Date:_____

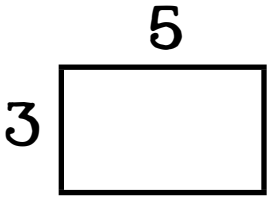
Measurement and Data

3.MD.8
Perimeter

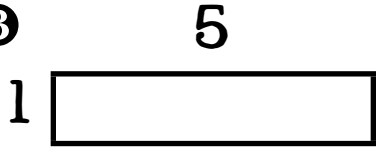
What is the perimeter of the figures below?

❶


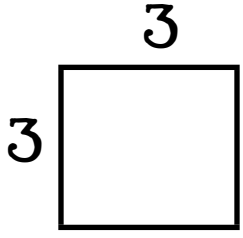
_____

❷


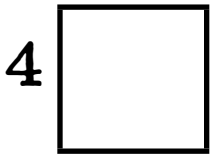
_____

❸


_____

❹


_____

❺


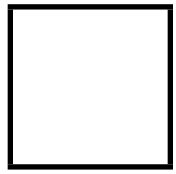
_____

The rectangle below has a perimeter of 26 feet. What is the length?

❻

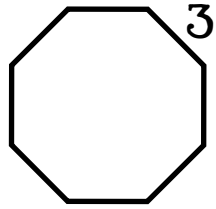

_____

The square below has a perimeter of 32 inches. What is the length?

❼


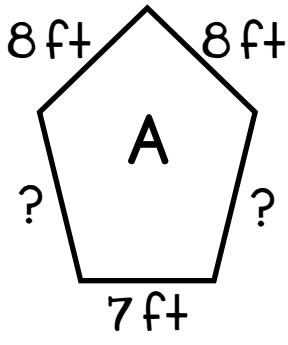
_____

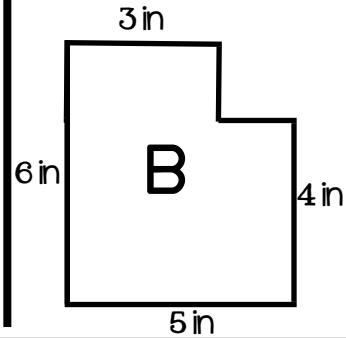
Find the perimeter of the octagon.

❽


_____

❾ Shape A has a total perimeter of 43 feet. What is the length of the two unknown equal sides?_____





❿ What is the perimeter of shape B?_____

Notes:

Score:

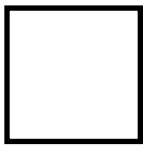
Geometry

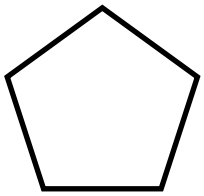
Name:_____ Date:_____

Measurement and Data

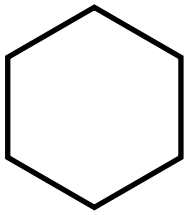
3.G.1
2D Geometry

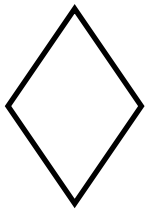
Name the following polygons:

❶  _____

❷  _____

❸  _____

❹  _____

❺  _____

Draw the following:

❻ rhombus

❼ parallelogram

❽ trapezoid

❾ Look at the shapes from numbers 1–8. Circle the numbers of all the shapes that are quadrilaterals.

❿ Name 3 attributes of a quadrilateral:

_____

_____

_____

Notes:

Score:

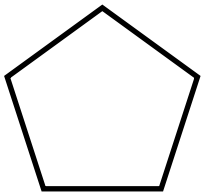
Name:_____ Date:_____

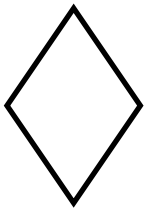
Measurement and Data

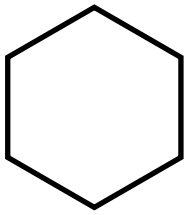
3.G.1
2D Geometry

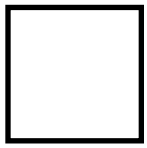
Name the following polygons:

❶  _____

❷  _____

❸  _____

❹  _____

❺  _____

Draw the following:

❻ pentagon

❼ parallelogram

❽ trapezoid

❾ Look at the shapes from numbers 1–8. Circle the numbers of all the shapes that are quadrilaterals.

❿ Name 3 attributes of a quadrilateral:

_____

_____

_____

Notes:

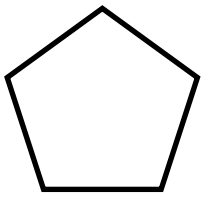
Score:

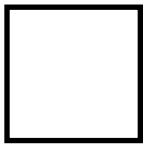
Name:_____ Date:_____

Measurement and Data

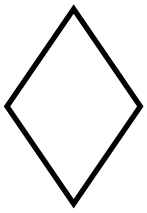
3.G.1
2D Geometry

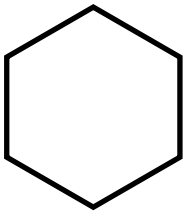
Name the following polygons:

❶  _____

❷  _____

❸  _____

❹  _____

❺  _____

Draw the following:

❻ parallelogram

❼ rhombus

❽ trapezoid

❾ Look at the shapes from numbers 1–8. Circle the numbers of all the shapes that are quadrilaterals.

❿ Name 3 attributes of a quadrilateral:

_____

_____

_____

Notes:

Score:

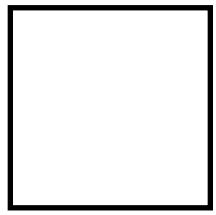
Name:_____ Date:_____

Measurement and Data

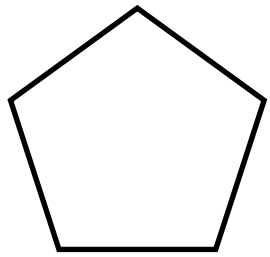
3.G.2
Partitioning Shapes

Partition each shape as described:

1. three equal shares

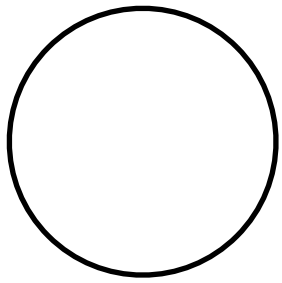


2. two equal shares

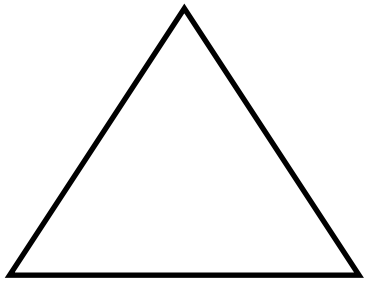


3. four equal shares

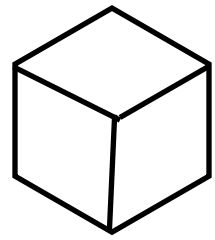
4. thirds



5. fourths

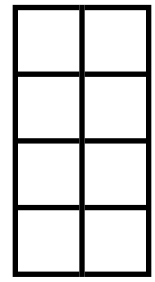


6. Color in 2 sections. What is the fraction?

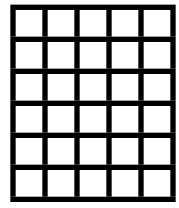


_____

7. Shade 4 squares. What is the fraction?

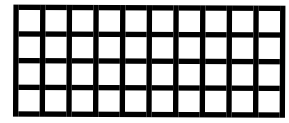


_____

8. 

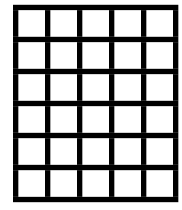
The area of this shape is 30 sq units. What is the area of ½ the shape?_____

9. What is the area of ¾ of this shape?



_____

10. What is the area of ⅓ of this shape?



_____

Notes:

Score:

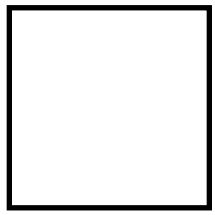
Name:_____ Date:_____

Measurement and Data

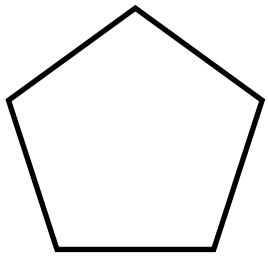
3.G.2
Partitioning Shapes

Partition each shape as described:

1. 4 equal shares

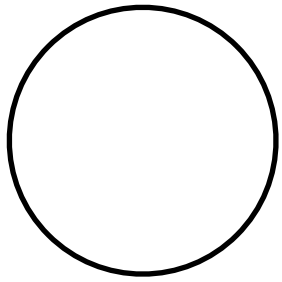


2. two equal shares

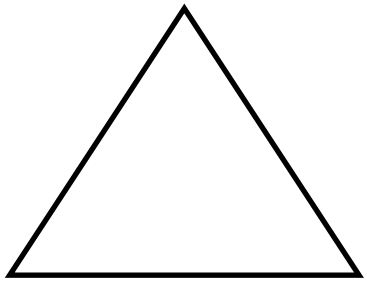


3. 3 equal shares

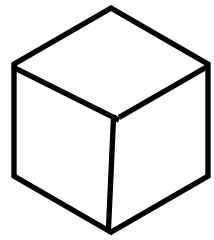
4. eighths



5. fourths

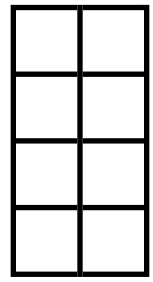


6. Color in one section. What is the fraction?



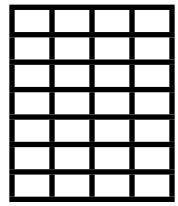
_____

7. Shade 2 squares. What is the fraction?



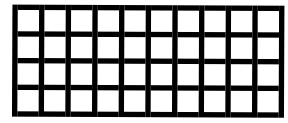
_____

8.



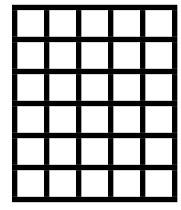
The area of this shape is 28 sq units. What is the area of ¼ the shape?_____

9. What is the area of ½ of this shape?



_____

10. What is the area of ⅔ of this shape?



_____

Notes:

Score:

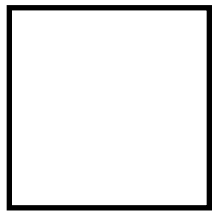
Name:_____ Date:_____

Measurement and Data

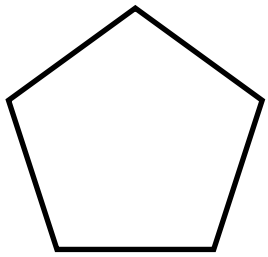
3.G.2
Partitioning Shapes

Partition each shape as described:

1. 2 equal shares

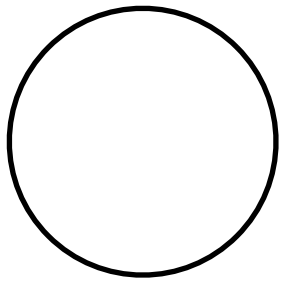


2. two equal shares

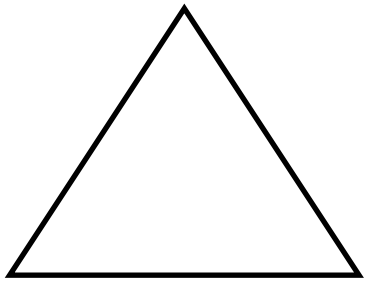


3. 8 equal shares

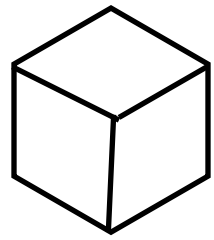
4. sixths



5. halves

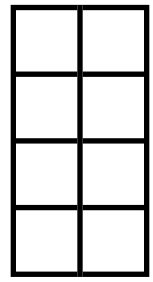


6. Color in 3 sections. What is the fraction?

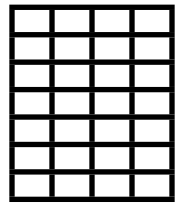


_____

7. Shade 6 squares. What is the fraction?

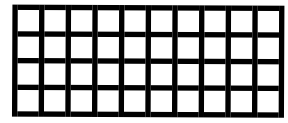


_____

8. 

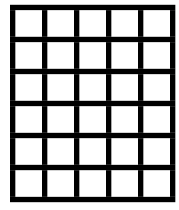
The area of this shape is 28 sq units. What is the area of ¾ the shape?_____

9. What is the area of ¼ of this shape?



_____

10. What is the area of ½ of this shape?



_____

Notes:

Score:

Answer Keys

{Assessment One}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment One

Operations and Algebraic Thinking	3.OA.1		
1)	4x5	6)	3
2)	8x3	7)	4
3)	6+6+6+6	8)	12
4)	3+3+3+3+3+3+3	9)	3x4=12
5)	6x3 or 3x6	10)	(varied) 5x6=30

Operations and Algebraic Thinking	3.OA.2		
1)	20÷4	6)	3 slices
2)	16 ÷ 4	7)	12 ÷ 4 = 3
3)	24 6 4	8)	7 students
4)	35 7 5	9)	28 ÷ 4 = 7
5)	21 ÷ 3 or 21 ÷ 7	10)	(varied) 36÷4=9

Operations and Algebraic Thinking	3.OA.3		
1)	4 x 5 = 20 chairs		
2)	21 ÷ 3 = 7 flowers		
3)	5 x 6 = 30 stickers		
4)	9 x 2 = 18 shoes		
5)	18 ÷ 3 = 6 rides		

Operations and Algebraic Thinking	3.OA.4		
1)	4	6)	8
2)	4	7)	16
3)	35	8)	3
4)	6	9)	3
5)	6	10)	4

Operations and Algebraic Thinking	3.OA.5		
1)	2x5=10 and 5x2=10	6)	45
2)	3x5=15 and 5x3=15	7)	48
3)	2	8)	45
4)	7	9)	(3x3) + (3x2)
5)	2	10)	15

Operations and Algebraic Thinking	3.OA.6		
1)	8	6)	9
2)	6	7)	2
3)	3	8)	5
4)	3	9)	2x9=18 9x2=18 18÷2=9 18÷9=2
5)	6	10)	7 tickets

Operations and Algebraic Thinking	3.OA.7			
0	81	4	56	5
32	9	15	36	6
9	20	16	12	63
36	12	45	21	40
4	42	16	24	24
14	72	27	25	56
16	18	30	100	28
63	3	1	54	24
49	18	14	30	27
2	54	45	8	64

Operations and Algebraic Thinking	3.OA.8		
1)	35 cookies		
2)	70 pages		
3)	70 baseball cards		
4)	8 pies		
5)	3 pizzas		

Common Core Math Assessments
Answer Guide for: Assessment One

Operations and Algebraic Thinking	3.OA.9		
1)	+ 10	6)	8
2)	x 3	7)	24
3)	+ 2	8)	15
4)	24	9)	12, 16, 20, 24, 28
5)	15	10)	4 is an even number so all of its multiples are also even

Number and Operations in Base Ten	3.NBT.1		
1)	70	6)	800
2)	530	7)	600
3)	30	8)	100
4)	890	9)	900
5)	330	10)	300

Number and Operations in Base Ten	3.NBT.2		
1)	530	6)	178
2)	117	7)	917
3)	293	8)	918
4)	721	9)	435
5)	978	10)	637

Number and Operations in Base Ten	3.NBT.3		
1)	270	6)	140
2)	200	7)	540
3)	480	8)	60
4)	630	9)	400
5)	320	10)	50

Operations and Algebraic Thinking	3.NF.1		
1)	1/4 shaded	6)	2/4 or 1/2
2)	3/4 shaded	7)	1/3
3)	1/2 shaded	8)	2/6 or 1/3
4)	2/3 shaded	9)	2/2 or 1 whole
5)	3/8	10)	3/4

Operations and Algebraic Thinking	3.NF.2		
1)	2/6 or 1/3	6)	point at 3/4
2)	2/4 or 1/2	7)	point at 2/8
3)	6/8 or 3/4	8)	point at 5/6
4)	3/4	9)	point at 8/8
5)	1/3	10)	point at 2/4

Operations and Algebraic Thinking	3.NF.3		
1)	>	6)	1
2)	<	7)	2
3)	=	8)	6
4)	>	9)	2/3
5)	=	10)	6/6

Operations and Algebraic Thinking	3.MD.1		
1)	4:08	6)	11:47
2)	9:58	7)	8:18
3)	9:33	8)	11:29
4)	9:33	9)	6:53
5)	5:08	10)	1 hour and 46 minutes

Common Core Math Assessments
Answer Guide for: Assessment One

Operations and Algebraic Thinking			3.MD.2
1)	5 grams	6)	less than a liter
2)	1 kilogram	7)	less than a liter
3)	200 kilograms	8)	more than a liter
4)	10 kilograms	9)	more than a liter
5)	1 gram	10)	less than a liter

Number and Operations in Base Ten			3.MD.3
1)	25	6)	visually assess
2)	5	7)	148
3)	10	8)	395
4)	100	9)	601
5)	students should have drawn 1.5 apples	10)	951

Number and Operations in Base Ten			3.MD.4
1)	1	6)	visually assess
2)	1	7)	19
3)	1 ¾	8)	no
4)	2 ¼	9)	23
5)	1 ¼	10)	shorter

Number and Operations in Base Ten			3.MD.5
1)	9 square units	6)	visually assess
2)	13 square units	7)	visually assess
3)	8 square units	8)	15 square units
4)	12 square units	9)	36 square units
5)	25 square units	10)	12 square units

Operations and Algebraic Thinking			3.MD.6
1)	16	6)	visually assess
2)	10	7)	visually assess
3)	6	8)	9
4)	9	9)	14
5)	36	10)	5

Operations and Algebraic Thinking			3.MD.7
1)	6+6+6+6 square units	6)	12 square feet
2)	5+5=10 square units	7)	12square meters
3)	7x3=21 square units	8)	25 square yards
4)	6x2=18 square units	9)	180 square feet
5)	9x2=18 square units	10)	80 square feet

Operations and Algebraic Thinking			3.MD.8
1)	24	6)	7 feet
2)	16	7)	9 inches
3)	14	8)	32 meters
4)	16	9)	9 feet
5)	8	10)	22 inches

Operations and Algebraic Thinking			3.G.1
1)	square	6)	visually assess
2)	pentagon	7)	visually assess
3)	rectangle	8)	visually assess
4)	hexagon	9)	1, 3,5, 6, 7, 8
5)	rhombus	10)	closed figure, 4 sides, straight sides

Common Core Math Assessments
Answer Guide for: Assessment One

Operations and Algebraic Thinking			3.G.2
1)	visually assess	6)	2/3
2)	visually assess	7)	4/8 or 1/2
3)	visually assess	8)	15 square units
4)	visually assess	9)	30 square units
5)	visually assess	10)	10 square units

{Assessment Two}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment Two

Operations and Algebraic Thinking	3.OA.1		
1)	4x4	6)	6
2)	8x6	7)	4
3)	5+5+5	8)	24
4)	4+4+4+4+4+4+4+4	9)	6x4=24
5)	5x3 or 3x5	10)	(varied) 4 x7=28

Operations and Algebraic Thinking	3.OA.2		
1)	18 ÷ 3	6)	4 slices
2)	15 ÷ 5	7)	16 ÷ 4 = 4
3)	20 5 4	8)	6 students
4)	30 6 5	9)	24 ÷ 4 = 6
5)	18 ÷ 3 or 18÷6	10)	(varied) 5 x7 array

Operations and Algebraic Thinking	3.OA.3		
1)	4 x 6 =24 chairs		
2)	18 ÷ 3 = 6 flowers		
3)	7 x 6 = 42 stickers		
4)	8 x 2 = 16 shoes		
5)	21 ÷ 3 = 7 rides		

Operations and Algebraic Thinking	3.OA.4		
1)	5	6)	7
2)	3	7)	24
3)	42	8)	4
4)	6	9)	4
5)	7	10)	8

Operations and Algebraic Thinking	3.OA.5		
1)	2x7=14 and 7x2=14	6)	24
2)	3x4=12 and 4x3=12	7)	18
3)	4	8)	16
4)	5	9)	(2x3) + (2x2)
5)	4	10)	10

Operations and Algebraic Thinking	3.OA.6		
1)	4	6)	7
2)	9	7)	8
3)	6	8)	9
4)	9	9)	4x5=20 5x4=20 20÷4=5 20÷5=4
5)	8	10)	4 tickets

Operations and Algebraic Thinking	3.OA.7			
4	5	0	81	56
32	9	15	36	6
9	20	16	12	63
36	12	45	21	40
4	42	16	24	24
14	72	27	25	56
16	18	30	100	28
63	3	1	54	24
49	18	14	30	27
2	54	45	8	64

Operations and Algebraic Thinking	3.OA.8		
1)	46 cookies		
2)	84 pages		
3)	74 baseball cards		
4)	6 pies		
5)	4 pizzas		

Common Core Math Assessments
Answer Guide for: Assessment Two

Operations and Algebraic Thinking			3.OA.9
1)	+ 5	6)	6
2)	x 2	7)	28
3)	+ 4	8)	18
4)	18	9)	18, 24, 30, 36, 42
5)	18	10)	6 is an even number so all of its multiples are also even

Number and Operations in Base Ten			3.NBT.1
1)	70	6)	800
2)	530	7)	700
3)	30	8)	100
4)	990	9)	900
5)	330	10)	200

Number and Operations in Base Ten			3.NBT.2
1)	529	6)	177
2)	116	7)	916
3)	292	8)	917
4)	720	9)	434
5)	977	10)	537

Number and Operations in Base Ten			3.NBT.3
1)	360	6)	120
2)	160	7)	630
3)	560	8)	40
4)	560	9)	480
5)	400	10)	40

Operations and Algebraic Thinking			3.NF.1
1)	2/4 shaded	6)	3/4
2)	1/4 shaded	7)	1/3
3)	all shaded	8)	3/6 or 1/2
4)	1/3 shaded	9)	2/2 or 1 whole
5)	4/8 or 1/2	10)	1/4

Operations and Algebraic Thinking			3.NF.2
1)	4/6 or 2/3	6)	point at 2/4
2)	2/4 or 1/2	7)	point at 3/8
3)	4/8 or 1/2	8)	point at 4/6
4)	1/4	9)	point at 7/8
5)	2/3	10)	point at 1 whole

Operations and Algebraic Thinking			3.NF.3
1)	<	6)	2
2)	<	7)	2
3)	=	8)	6
4)	<	9)	1/8
5)	=	10)	1/3

Operations and Algebraic Thinking			3.MD.1
1)	5:08	6)	11:48
2)	10:58	7)	8:19
3)	9:37	8)	11:30
4)	9:34	9)	6:52
5)	5:09	10)	1 hour and 44 minutes

Common Core Math Assessments
Answer Guide for: Assessment Two

Operations and Algebraic Thinking			3.MD.2
1)	5 grams	6)	more than a liter
2)	1 gram	7)	less than a liter
3)	300 kilograms	8)	more than a liter
4)	8 kilograms	9)	more than a liter
5)	1 gram	10)	less than a liter

Number and Operations in Base Ten			3.MD.3
1)	15	6)	visually assess
2)	3	7)	140
3)	6	8)	390
4)	60	9)	584
5)	students should have drawn 2 apples	10)	931

Number and Operations in Base Ten			3.MD.4
1)	1	6)	visually assess
2)	1	7)	19
3)	1 ¾	8)	no
4)	2 ¼	9)	23
5)	1 ¼	10)	shorter

Number and Operations in Base Ten			3.MD.5
1)	12 square units	6)	visually assess
2)	11 square units	7)	visually assess
3)	9 square units	8)	20 square units
4)	13 square units	9)	42 square units
5)	20 square units	10)	12 square units

Operations and Algebraic Thinking			3.MD.6
1)	20	6)	visually assess
2)	9	7)	visually assess
3)	7	8)	15
4)	6	9)	14
5)	30	10)	5

Operations and Algebraic Thinking			3.MD.7
1)	5+5+5=15 square units	6)	15 square feet
2)	4+4=8 square units	7)	14 square meters
3)	6x3=18 square units	8)	36 square yards
4)	5x2=10 square units	9)	160 square feet
5)	8x2=16 square units	10)	90 square feet

Operations and Algebraic Thinking			3.MD.8
1)	22	6)	8 feet
2)	18	7)	7 inches
3)	12	8)	40 meters
4)	20	9)	8 feet
5)	12	10)	26 inches

Operations and Algebraic Thinking			3.G.1
1)	rectangle	6)	visually assess
2)	pentagon	7)	visually assess
3)	rhombus	8)	visually assess
4)	hexagon	9)	1, 3, 5, 7 ,8
5)	square	10)	closed figure, 4 sides, straight sides

Common Core Math Assessments
Answer Guide for: Assessment Two

Operations and Algebraic Thinking			3.G.2
1)	visually assess	6)	1/3
2)	visually assess	7)	2/8 or 1/4
3)	visually assess	8)	7 square units
4)	visually assess	9)	20 square units
5)	visually assess	10)	20 square units

{Assessment Three}
Answer Keys

Common Core Math Assessments
Answer Guide for: Assessment Three

Operations and Algebraic Thinking			3.OA.1
1)	4 x 3	6)	5
2)	8 x4	7)	4
3)	7 + 7 + 7 + 7 + 7	8)	20
4)	2 + 2 + 2 + 2 + 2 + 2	9)	5 x 4
5)	3x5 or 5x3	10)	(varied) 6 x7 =42

Operations and Algebraic Thinking			3.OA.2
1)	24 ÷ 4	6)	3 slices
2)	18 ÷ 6	7)	15 ÷ 5 = 3
3)	28 7 4	8)	8 students
4)	40 8 5	9)	32 ÷ 4 = 8
5)	14 ÷ 7 or 14 ÷ 2	10)	(varied) 3 x 9 array

Operations and Algebraic Thinking			3.OA.3
1)	5 x 6 = 30 chairs		
2)	27 ÷ 3 = 9 flowers		
3)	5 x 7 = 35 stickers		
4)	2 x 7 = 14 shoes		
5)	28 ÷ 4 = 7 rides		

Operations and Algebraic Thinking			3.OA.4
1)	9	6)	9
2)	6	7)	14
3)	35	8)	4
4)	7	9)	9
5)	8	10)	6

Operations and Algebraic Thinking			3.OA.5
1)	2x6=12 and 6x2=12	6)	24
2)	3x6=18 and 6x3=18	7)	18
3)	3	8)	16
4)	5	9)	(4x3) + (4x2)
5)	3	10)	20

Operations and Algebraic Thinking			3.OA.6
1)	9	6)	10
2)	7	7)	3
3)	4	8)	8
4)	6	9)	3x6=18 6x3=18 18÷6=3 18÷3=6
5)	7	10)	9 tickets

Operations and Algebraic Thinking				3.OA.7
32	9	15	36	6
0	81	4	56	5
9	20	16	12	63
36	12	45	21	40
4	42	16	24	24
14	72	27	25	56
16	18	30	100	28
63	3	1	54	24
49	18	14	30	27
2	54	45	8	64

Operations and Algebraic Thinking			3.OA.8
1)	31 cookies		
2)	98 pages		
3)	78 baseball cards		
4)	4 pies		
5)	3 pizzas		

Common Core Math Assessments
Answer Guide for: Assessment Three

Operations and Algebraic Thinking			3.OA.9
1)	+ 10	6)	24
2)	+ 4	7)	18
3)	+ 3	8)	56
4)	16	9)	21, 28, 35, 42, 49
5)	21	10)	will vary

Number and Operations in Base Ten			3.NBT.1
1)	70	6)	800
2)	630	7)	500
3)	30	8)	100
4)	790	9)	900
5)	430	10)	400

Number and Operations in Base Ten			3.NBT.2
1)	531	6)	179
2)	118	7)	918
3)	292	8)	919
4)	722	9)	436
5)	979	10)	638

Number and Operations in Base Ten			3.NBT.3
1)	240	6)	210
2)	150	7)	450
3)	540	8)	200
4)	540	9)	480
5)	360	10)	100

Operations and Algebraic Thinking			3.NF.1
1)	3/4 shaded	6)	1/4
2)	2/4 shaded	7)	1/3
3)	1/2 shaded	8)	4/6 or 2/3
4)	2/3 shaded	9)	2/2 or 1 whole
5)	2/8 or 1/4	10)	1/4

Operations and Algebraic Thinking			3.NF.2
1)	1/6	6)	point at 1 whole
2)	3/4	7)	point at 6/8
3)	1/8	8)	point at 3/6
4)	1/2 or 2/4	9)	point at 7/8
5)	1/3	10)	point at 3/4

Operations and Algebraic Thinking			3.NF.3
1)	>	6)	1
2)	<	7)	4
3)	=	8)	2
4)	>	9)	3/3
5)	<	10)	6/8

Operations and Algebraic Thinking			3.MD.1
1)	3:08	6)	12:48
2)	9:58	7)	8:21
3)	7:33	8)	10:31
4)	9:32	9)	6:49
5)	5:07	10)	2 hours and 44 minutes

Common Core Math Assessments
Answer Guide for: Assessment Three

Operations and Algebraic Thinking			3.MD.2
1)	5 grams	6)	less than a liter
2)	1 gram	7)	less than a liter
3)	250 kilograms	8)	more than a liter
4)	55 kilograms	9)	more than a liter
5)	1 gram	10)	less than a liter

Number and Operations in Base Ten			3.MD.3
1)	10	6)	visually assess
2)	2	7)	148
3)	4	8)	393
4)	40	9)	601
5)	student should have drawn 2 apples	10)	950

Number and Operations in Base Ten			3.MD.4
1)	1	6)	visually assess
2)	1	7)	22
3)	1 ¾	8)	no
4)	2 ½	9)	26
5)	1 ¼	10)	shorter

Number and Operations in Base Ten			3.MD.5
1)	11 square units	6)	visually assess
2)	10 square units	7)	visually assess
3)	6 square units	8)	12 square units
4)	15 square units	9)	48 square units
5)	26 square units	10)	24 square units

Operations and Algebraic Thinking			3.MD.6
1)	18 square units	6)	visually assess
2)	10 square units	7)	visually assess
3)	6 square units	8)	12 square units
4)	6 square units	9)	12 square units
5)	30 square units	10)	6 square units

Operations and Algebraic Thinking			3.MD.7
1)	8+8+8+8=32 square units	6)	20 square feet
2)	6+6+6=18 square units	7)	21 square meters
3)	4x5=20 square units a	8)	32 square yards
4)	5x3=15 square units	9)	210 square feet
5)	7x2=14 square units	10)	70 square feet

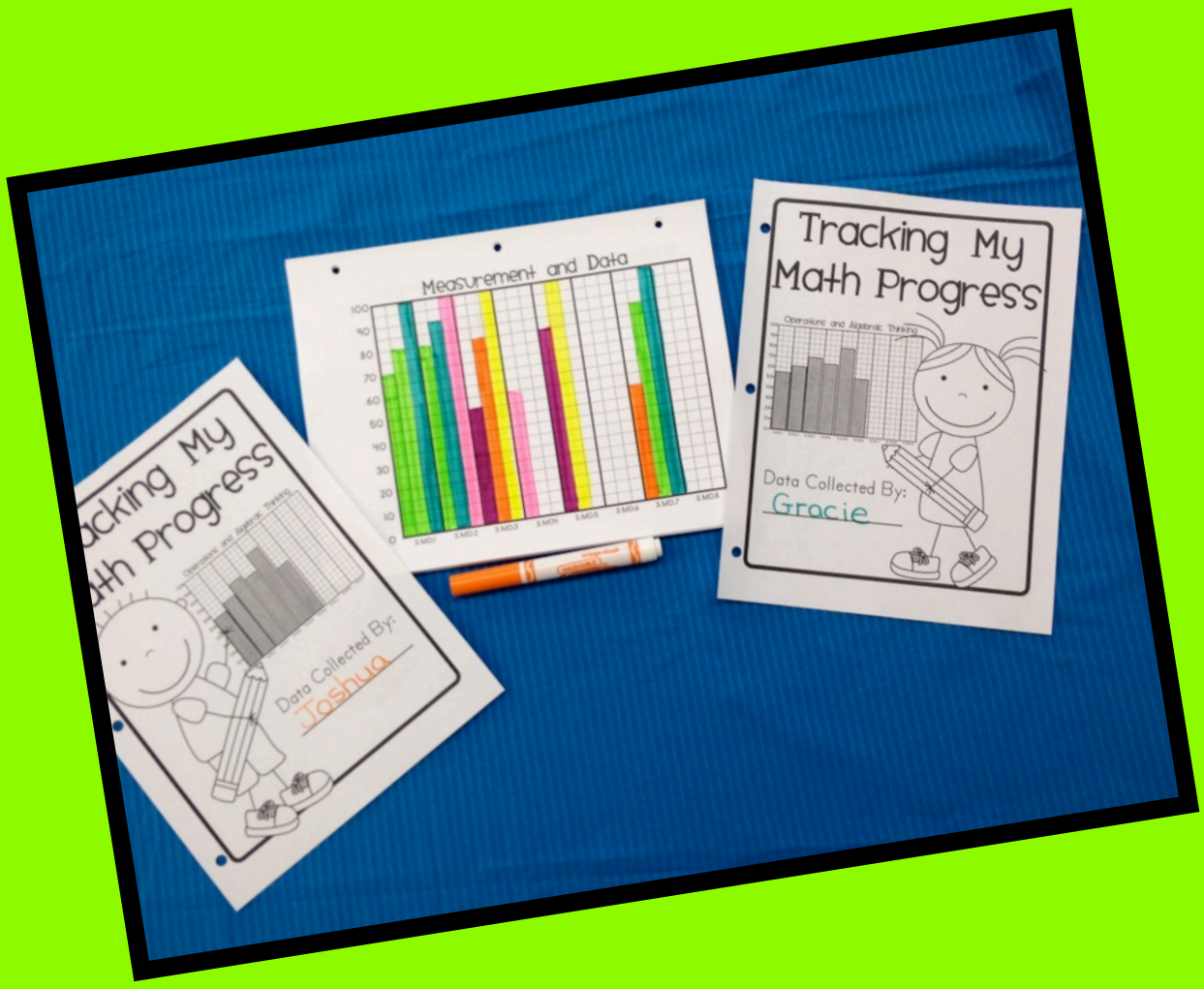
Operations and Algebraic Thinking			3.MD.8
1)	22	6)	6 feet
2)	16	7)	8 inches
3)	12	8)	24 meters
4)	12	9)	10 feet
5)	16	10)	22 inches

Operations and Algebraic Thinking			3.G.1
1)	pentagon	6)	visually assess
2)	square	7)	visually assess
3)	rectangle	8)	visually assess
4)	rhombus	9)	2, 3, 4, 6, 7, 8
5)	hexagon	10)	closed figure, 4 sides, straight sides

Common Core Math Assessments
Answer Guide for: Assessment Three

Operations and Algebraic Thinking			3.G.2
1)	visually assess	6)	3/3
2)	visually assess	7)	6/8 or 3/4
3)	visually assess	8)	21
4)	visually assess	9)	10
5)	visually assess	10)	15

Data Notebooks



Data Notebooks

Data notebooks are an excellent tool for helping students take ownership of their learning. They provide teachers with a means for planning instruction and allow parents to track their child's progress. Although data can be cumbersome and overwhelming, if kept simple you'll find it to be a useful addition to your classroom.

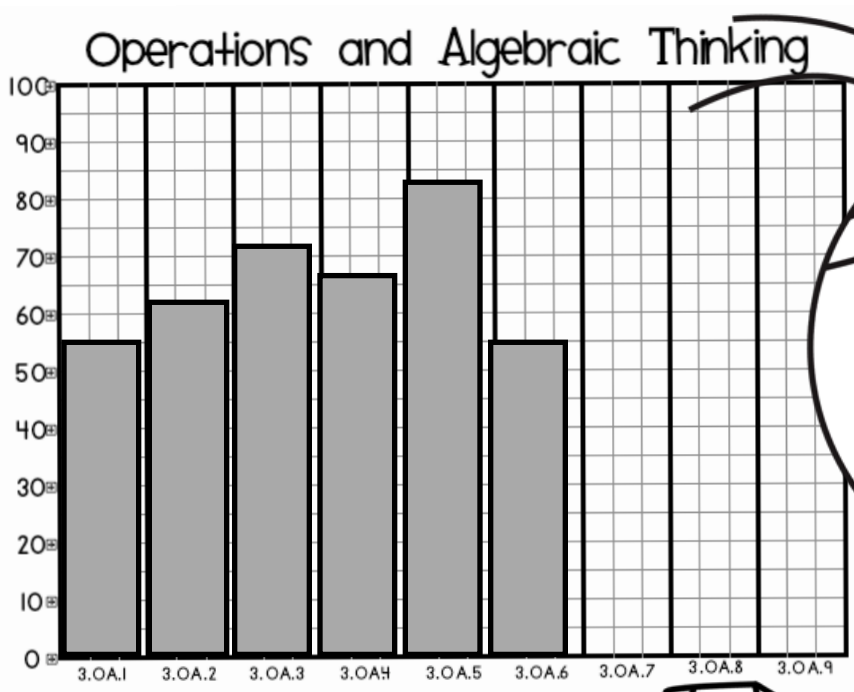
How to Use Them:

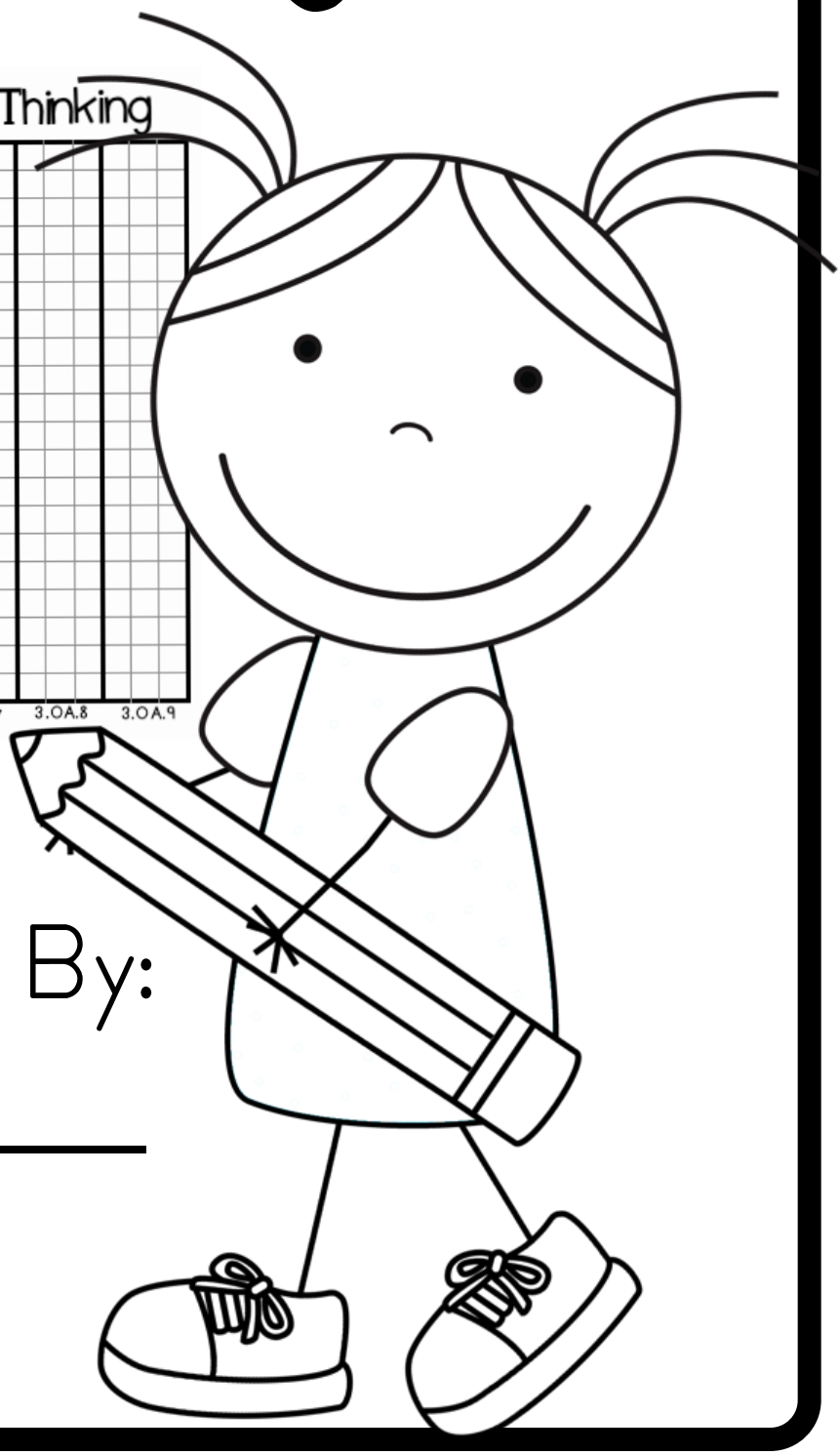
1. Print a copy of each tracking sheet for every child along with a cover. I use the boy cover for my boys and the girl for my girls.

2. Each tracking sheet has 3 columns for every standard. I designed them so that they could be used with my Common Core Assessments. Since there are 3 versions of each assessment, they use one column per assessment. However, if a student demonstrates proficiency on assessment one or two, I do not reassess them.

3. I like to have my students color-code their bars. We use red for September, orange for October, yellow for November, etc. I find this helps to get a better overall picture of their progress.

Tracking My Math Progress

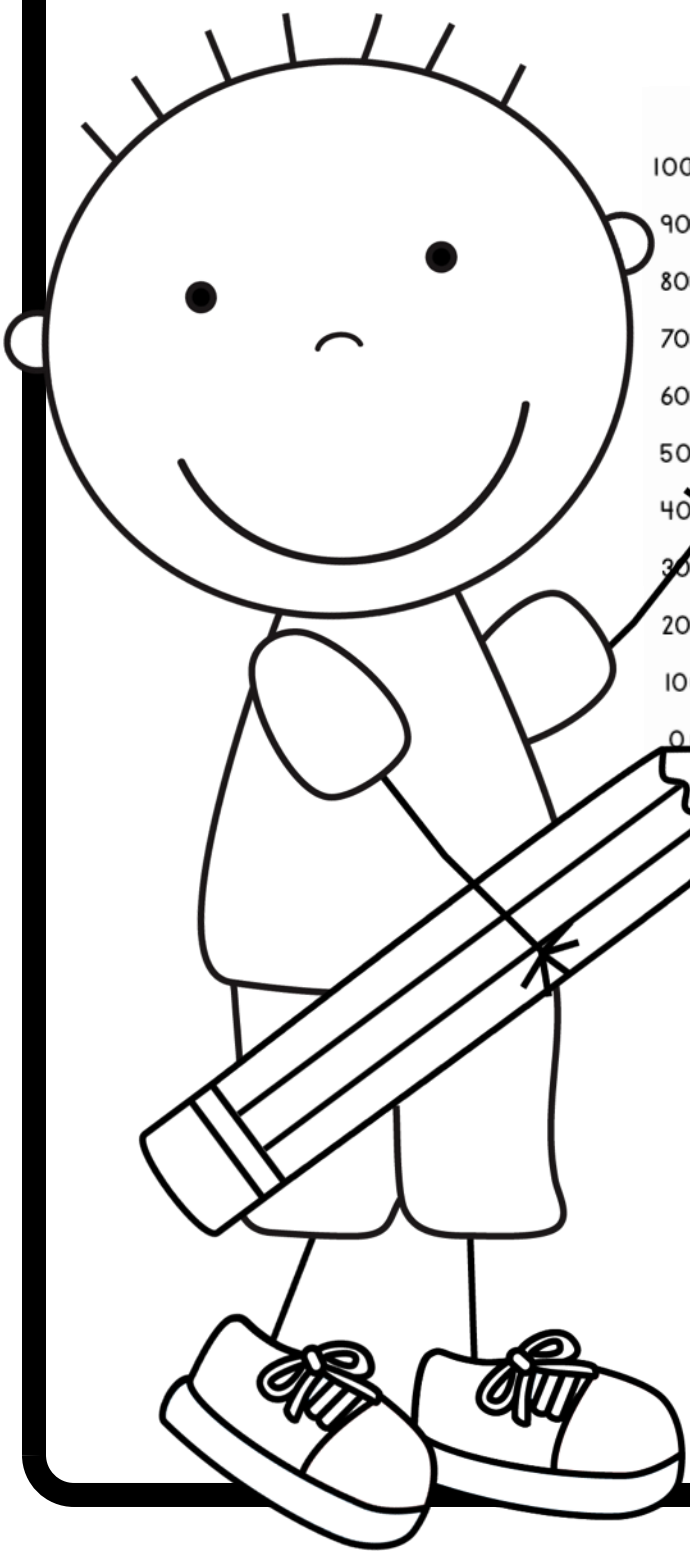


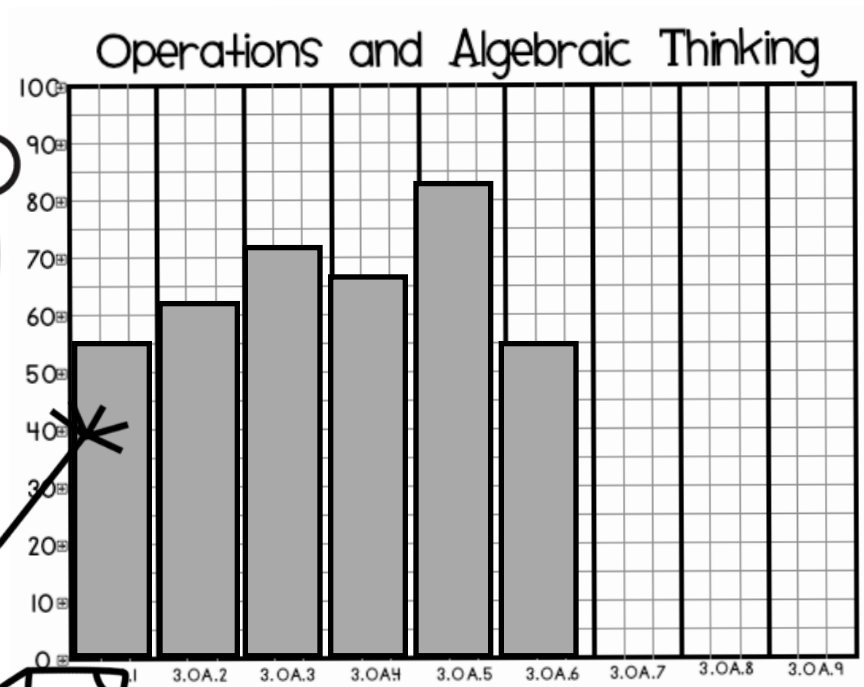


Data Collected By:

_____

Tracking My Math Progress

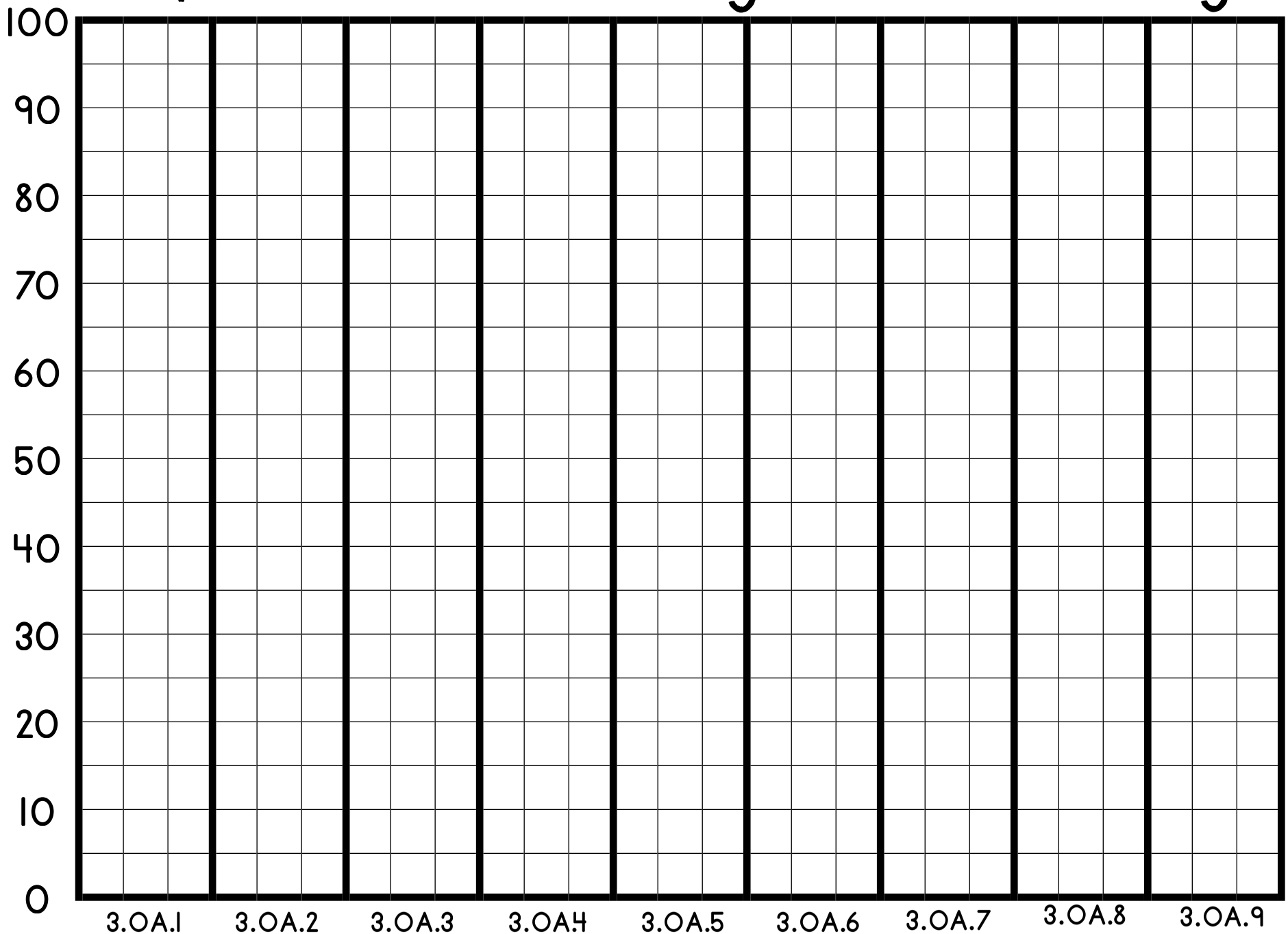




Data Collected By:

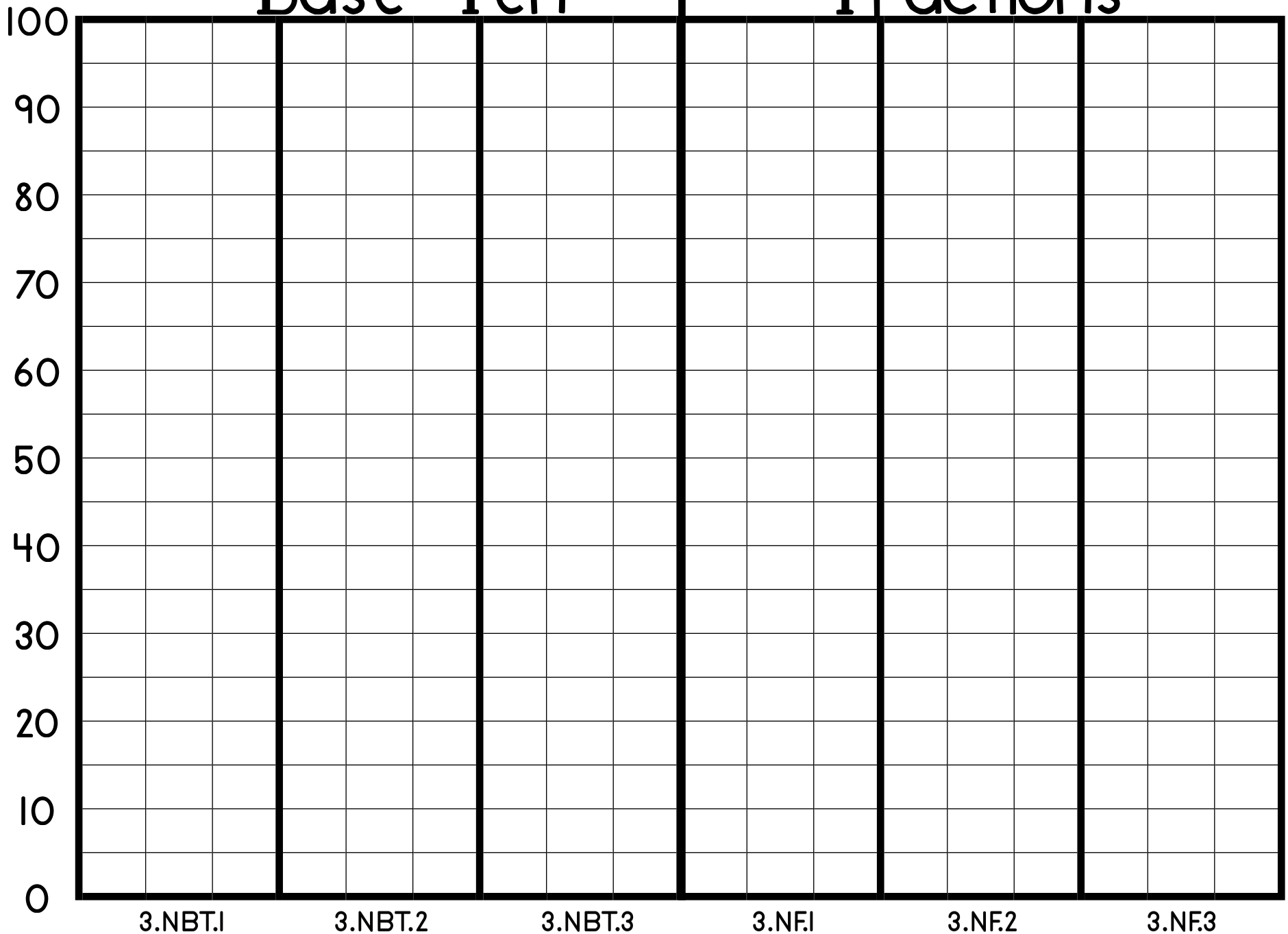
_____

Operations and Algebraic Thinking

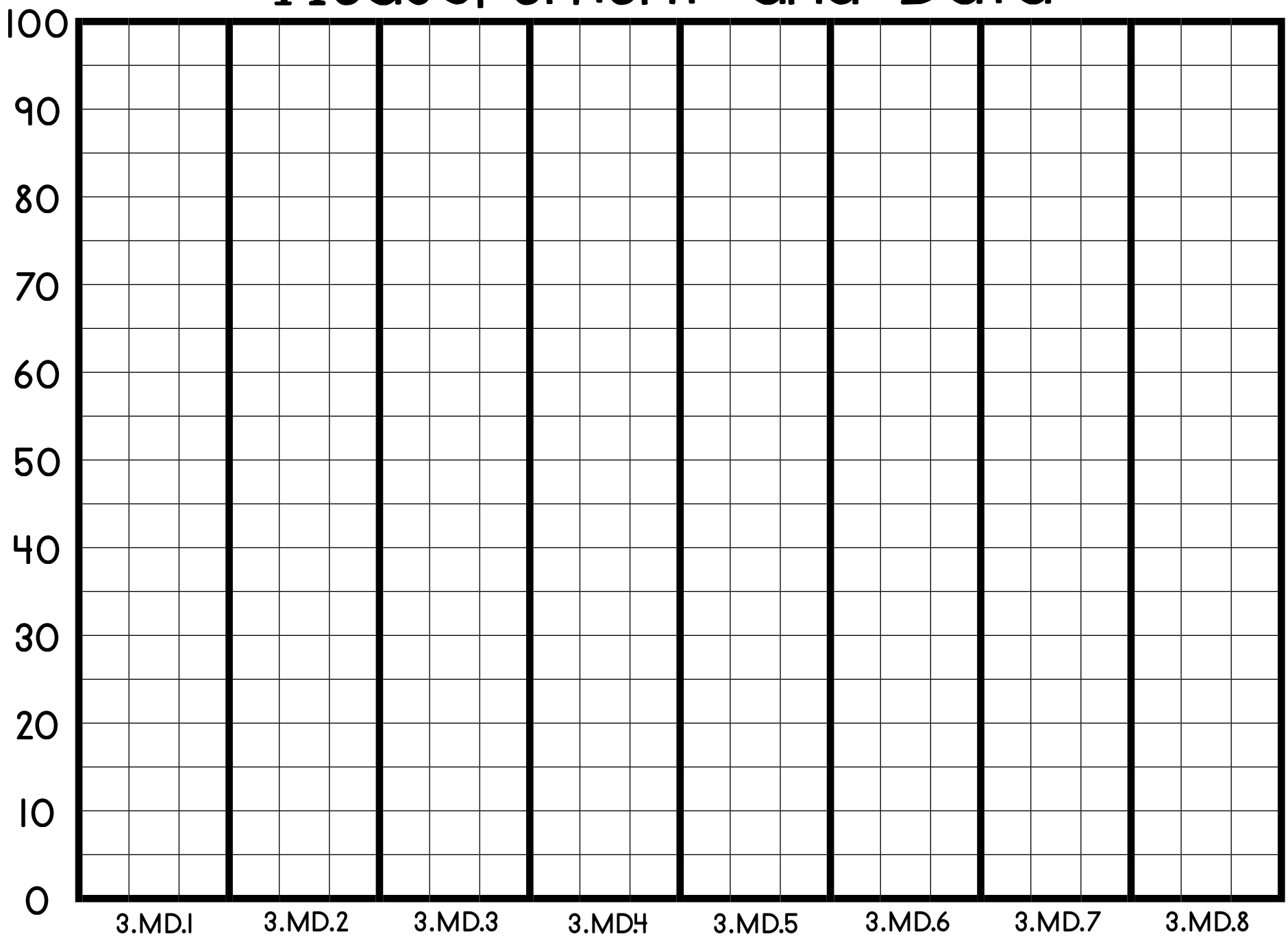


Number and Operations in . . .

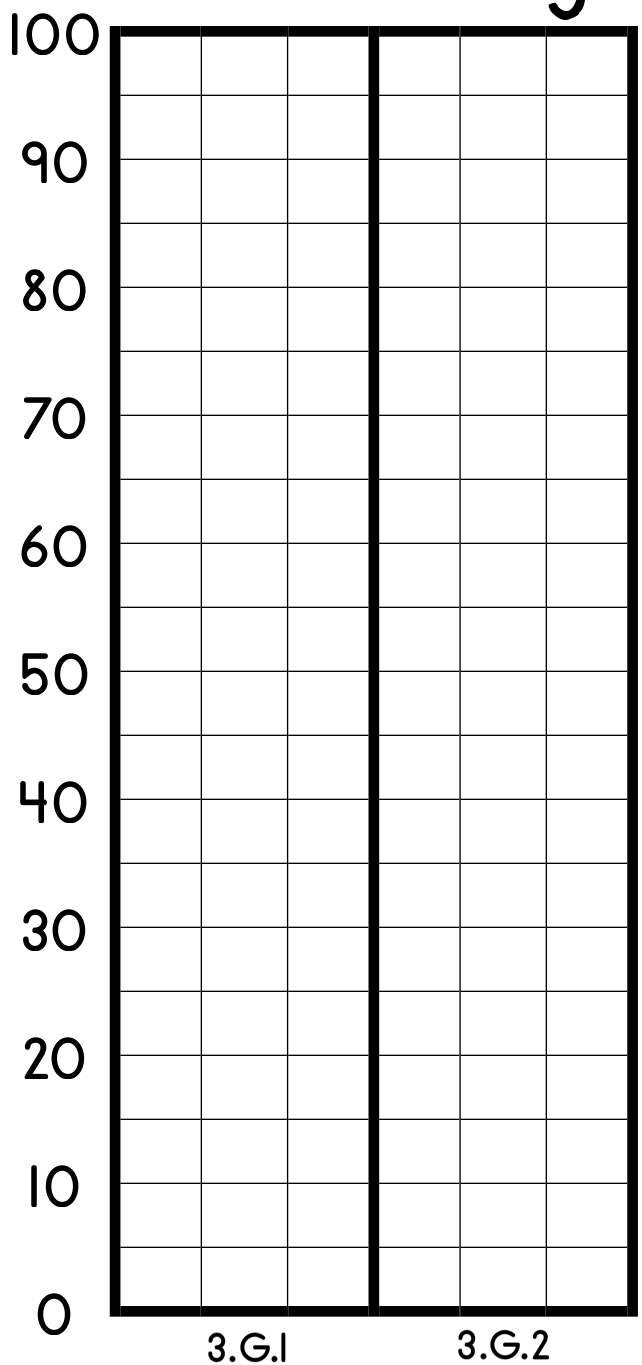
Base Ten | Fractions



Measurement and Data



Geometry



Notes & Observations

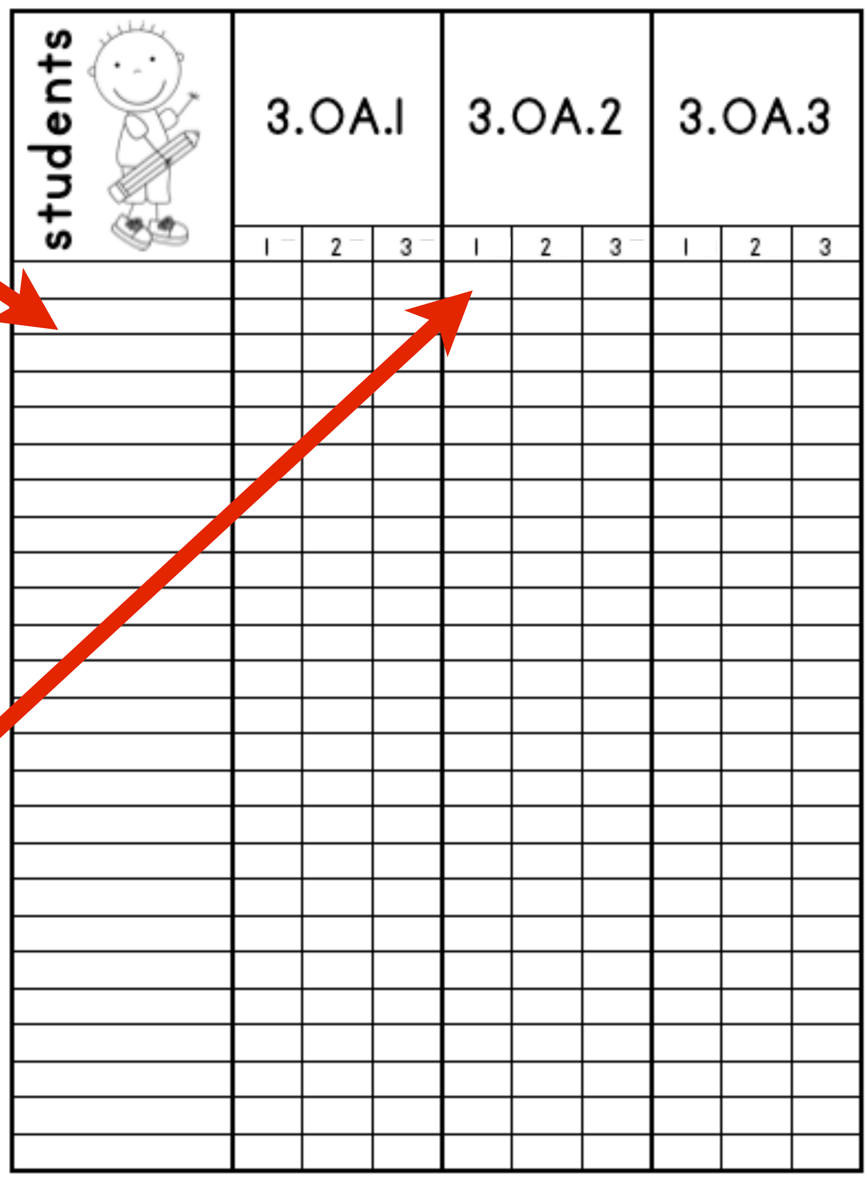
Date	My Math Goals	Steps For Meeting the Goal

Common Core Math Grade Book

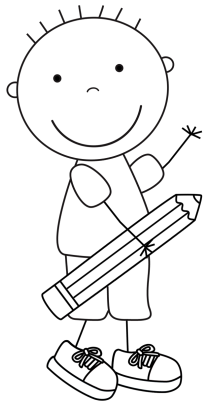
Common Core Grade Book

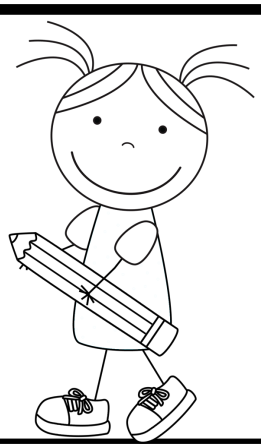
I found that it was important to keep data specific to the Common Core Standards to help me keep track of the status of the class. I created these printables specifically to go with the three assessments in this packet, but you could certainly use them with any lessons that align with the standards.

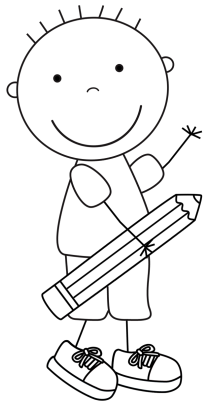
write student names or numbers

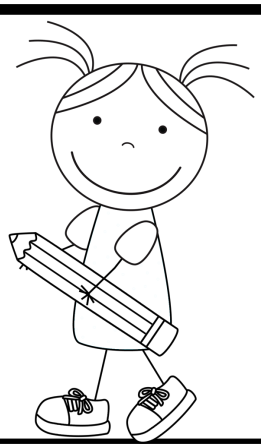


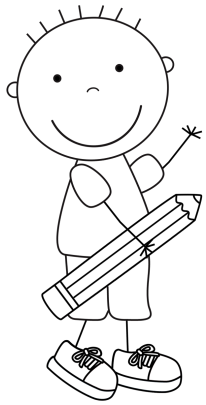
record grades for each of the three assessments in the appropriate column

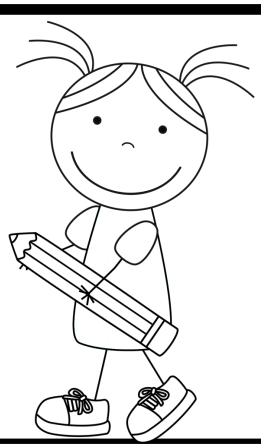
students 	3.OA.1			3.OA.2			3.OA.3		
	1	2	3	1	2	3	1	2	3

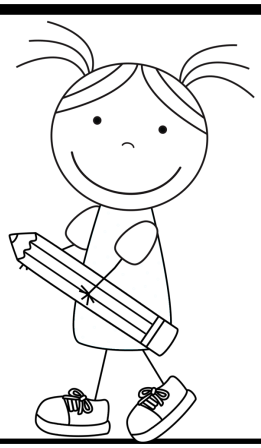
students 	3.OA.4			3.OA.5			3.OA.6		
	1	2	3	1	2	3	1	2	3

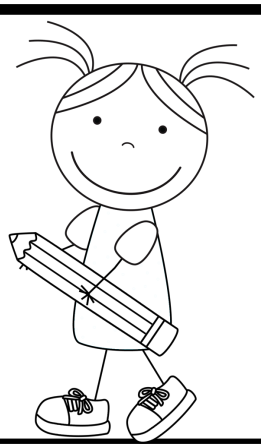
students 	3.OA.7			3.OA.8			3.OA.9		
	1	2	3	1	2	3	1	2	3

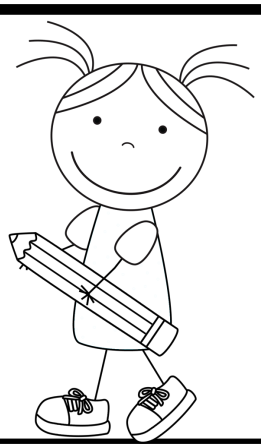
students 	3.NBT.1			3.NBT.2			3.NBT.3		
	1	2	3	1	2	3	1	2	3

students 	3.NF.1			3.NF.2			3.NF.3		
	1	2	3	1	2	3	1	2	3

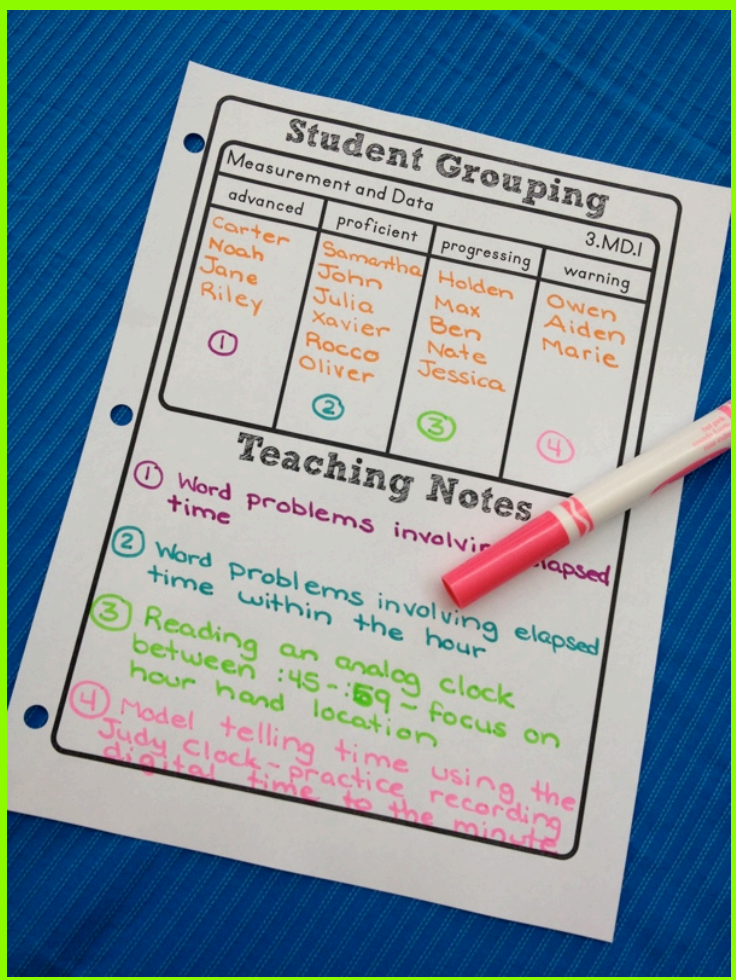
students 	3.MD.1			3.MD.2			3.MD.3		
	1	2	3	1	2	3	1	2	3

students 	3.MD.4			3.MD.5			3.MD.6		
	1	2	3	1	2	3	1	2	3

students 	3.MD.7			3.MD.8			3.G.1		
	1	2	3	1	2	3	1	2	3

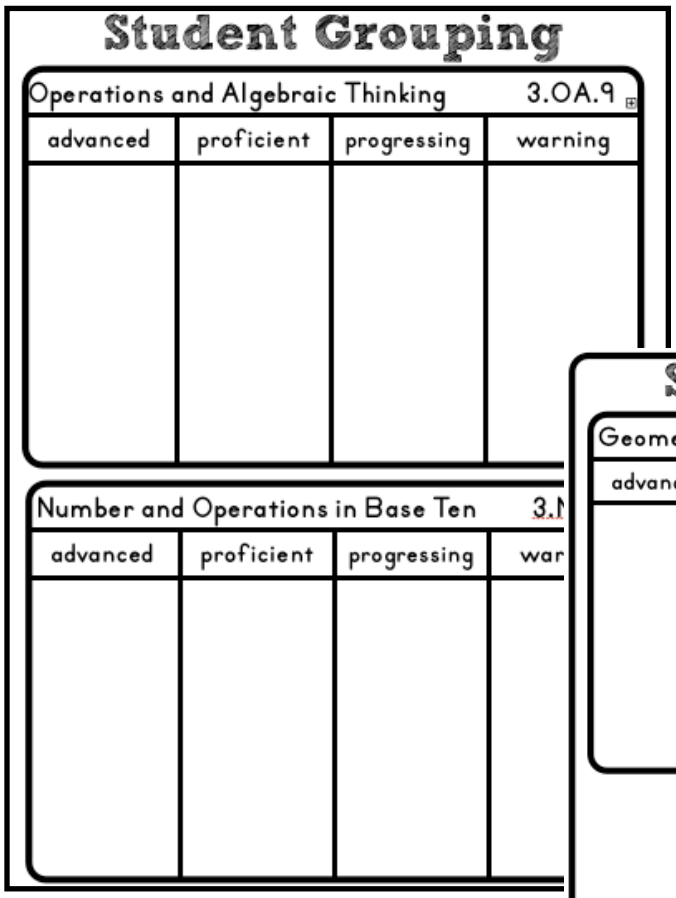
students 	3.G.2			Notes
	1	2	3	

Data-Driven Instruction Lesson Planning Organizers

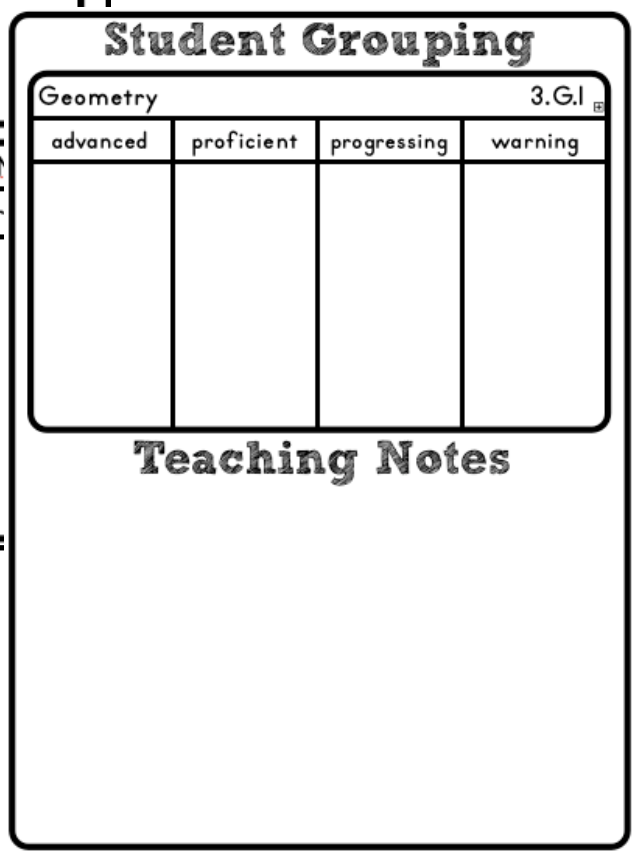


Lesson Planning Sheets

These have been an amazing tool for planning small group lessons during my math workshop. After grading each assessment I record each student's name in one of the four columns to form focus groups. Some students require interventions, others simply need me to clarify misconceptions and some need me to extend and enrich them,



One set of organizers is just for forming groups or tracking student status. The other includes space for notes on lessons.



Student Grouping

Operations and Algebraic Thinking			3.OA.1
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			3.OA.2
advanced	proficient	progressing	warning

Student Grouping

Operations and Algebraic Thinking			3.OA.3
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			3.OA.4
advanced	proficient	progressing	warning

Student Grouping

Operations and Algebraic Thinking			3.OA.5
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			3.OA.6
advanced	proficient	progressing	warning

Student Grouping

Operations and Algebraic Thinking			3.OA.7
advanced	proficient	progressing	warning

Operations and Algebraic Thinking			3.OA.8
advanced	proficient	progressing	warning

Student Grouping

Operations and Algebraic Thinking			3.OA.9
advanced	proficient	progressing	warning

Number and Operations in Base Ten			3.NBT.1
advanced	proficient	progressing	warning

Student Grouping

Number and Operations in Base Ten			3.NBT.2
advanced	proficient	progressing	warning

Number and Operations in Base Ten			3.NBT.3
advanced	proficient	progressing	warning

Student Grouping

Number and Operations in Fractions			3.NF.1
advanced	proficient	progressing	warning

Number and Operations in Fractions			3.NF.2
advanced	proficient	progressing	warning

Student Grouping

Number and Operations in Fractions			3.NF.3
advanced	proficient	progressing	warning

Measurement and Data			3.MD.1
advanced	proficient	progressing	warning

Student Grouping

Measurement and Data			3.MD.2
advanced	proficient	progressing	warning

Measurement and Data			3.MD.3
advanced	proficient	progressing	warning

Student Grouping

Measurement and Data			3.MD.4
advanced	proficient	progressing	warning

Measurement and Data			3.MD.5
advanced	proficient	progressing	warning

Student Grouping

Measurement and Data			3.MD.6
advanced	proficient	progressing	warning

Measurement and Data			3.MD.7
advanced	proficient	progressing	warning

Student Grouping

Measurement and Data			3.MD.8
advanced	proficient	progressing	warning

Geometry			3.G.1
advanced	proficient	progressing	warning

Student Grouping

Geometry			3.G.2
advanced	proficient	progressing	warning

Student Grouping

Operations and Algebraic Thinking			3.OA.1
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.2
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.3
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.4
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.5
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.6
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.7
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.8
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Operations and Algebraic Thinking			3.OA.9
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Base Ten			3.NBT.1
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Base Ten			3.NBT.2
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Base Ten			3.NBT.3
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Fractions			3.NF.1
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Fractions			3.NF.2
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Number and Operations in Fractions			3.NF.3
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.I
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.2
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.3
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.4
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.5
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.6
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.7
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Measurement and Data			3.MD.8
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Geometry			3.G.1
advanced	proficient	progressing	warning

Teaching Notes

Student Grouping

Geometry			3.G.2
advanced	proficient	progressing	warning

Teaching Notes