# Assessment For The California Mathematics Standards Grade 3 

## Introduction: Summary of Goals

## GRADE THREE

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

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## Number Sense

NS 1.1a
a Circle the number two thousand, five hundred sixteen:
1,244
1,424
2,651
2,516
216
b. Circle the number one thousand, one:
$101 \quad 1,001 \quad 1,010 \quad 1,100$
c. Circle the number nine thousand, four hundred:

| 9,040 | 940 | 9,400 | 9,004 |
| :--- | :--- | :--- | :--- |

a. Write the following numbers:

Ns 1.16

1. three thousand, six hundred twenty-four $\qquad$
2. six thousand, forty-three
3. eight thousand, two
b. What is the next counting number after 9,999 ?

Ns 1.2 Write these numbers in order, beginning with the smallest:
8,201
8,012
8,102
812

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Ns 1.3 In 6,934 there are:
$\qquad$ thousands
$\qquad$ ones
$\qquad$ tens
$\qquad$ hundreds

Ns 1.4 a. Round off 3,465 to the nearest hundred: $\qquad$
b. Round off 3,465 to the nearest thousand: $\qquad$

NS 1.5
a. Write the expanded notation for 8,256 :

$$
8,256=
$$

$\qquad$ $+$ $\qquad$ $+$ $\qquad$
b. Write the number that goes in the blank:

$$
2,000+\ldots+30+9=2,739
$$

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Ns 2.1 Solve these problems:
a. 591

| +87 |
| :--- |

b. 1,283
c. 3,215
d. 300
$\begin{array}{r}6,074 \\ \hline\end{array}$

- 2,806
$-27$


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Allow students three minutes to do these problems

| 8 | 2 | 1 | 5 | 2 | 1 | 3 | 2 | 7 | 1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\times 1$ | $\times 7$ | $\times 6$ | $\times 1$ | +4 | +4 | +2 | $\times 2$ | +1 | +3 |
| 4 | 7 | 9 | 6 | 2 | 3 | 8 | 4 | 1 | 2 |
| $\times 1$ | $\times 3$ | $\times 1$ | $\times 2$ | +2 | +3 | +1 | $\times 2$ | + 5 | $\times 1$ |


| 5 | 2 | 4 | 9 | 3 | 7 | 3 | 2 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 2$ | $\times 8$ | $\times 4$ | $\times 6$ | $\times 2$ | $\times 3$ | $\times 2$ | $\times 5$ |
| $\times 5$ | $\times 7$ |  |  |  |  |  |  |


| 2 | 3 | 3 | 3 | 2 | 2 | 3 | 4 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 9$ | $\times 7$ | $\times 5$ | $\times 9$ | $\times 6$ | $\times 7$ | $\times 4$ | $\times 4$ |
| $\times 5$ | $\times 7$ |  |  |  |  |  |  |


| 3 | 5 | 9 | 5 | 5 | 5 | 6 | 5 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 8$ | $\times 4$ | $\underline{9}$ | $\underline{5}$ | $\times 7$ | $\times 3$ | $\times 6$ | $\times 3$ |
| $\times 3$ | $\times 8$ |  |  |  |  |  |  |


| 4 | 5 | 7 | 4 | 5 | 6 | 9 | 6 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 7$ | $\times 9$ | $\times 3$ | $\times 6$ | $\times 5$ | $\times 8$ | $\times 4$ | $\times 9$ |


| 7 | 7 | 6 | 7 | 6 | 6 | 7 | 6 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 7$ | $\times 6$ | $\underline{8}$ | $\underline{9}$ | $\underline{6}$ | $\times 7$ | $\times 8$ | $\times 8$ |$\underline{\times 7} \quad \underline{7} 7$


| 8 | 8 | 8 | 9 | 8 | 8 | 9 | 8 | 9 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $\times 3$ | $\times 9$ | $\times 3$ | $\times 4$ | $\times 8$ | $\times 4$ | $\times 6$ | $\times 5$ | $\times 6$ |

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Ns 2.3 Here is a problem. Use multiplication to see if it is solved correctly. Show your work.

$$
5 \longdiv { 1 3 5 }
$$

Ns 2.4 Solve these problems:
a.
b.

c. 3482


Solve these problems:
a. $3 \longdiv { 1 6 8 }$
b. $4 \longdiv { 2 6 4 }$
c. $6 \longdiv { 5 4 6 }$

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NS 2.6
Check true or false:
a. $24 \times 0=24$ $\qquad$ True $\qquad$ False
b. $19 \div 1=19$ $\qquad$ True $\qquad$ False
c. $63 \times 1=63$ $\qquad$ True $\qquad$ False
d. $0 \div 0=1$
$\qquad$ True $\qquad$ False

Ns 2.7 Jill bought 6 pounds of apples for $\$ 1.38$. How much did each pound cost? $\qquad$

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Ns 2.8 a. You put 54 marbles into 6 bags, ending up with the same number of marbles in each bag. How many marbles would be in each bag if there were 6 bags? $\qquad$
b. A tree was planted 54 years before 1961. How old was that tree in 1997? $\qquad$

Ns 3.1 Fill in parts to show each fraction. Then circle the fractions that are equivalent.

$\frac{2}{6}$

$\frac{1}{4}$

$\frac{1}{3}$

$\frac{2}{4}$

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NS 3.2


NS 3.3
a. $\$ 3.24+\$ .35=$ $\qquad$
b. You have $\$ 8$. 00 . You buy 2 oranges and 3 juices. Each orange costs $\$ 0.35$ and each juice costs $\$ 0.90$. How much do you have left? $\qquad$

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a. $\frac{1}{2}$ dollar $=\quad$ cents.
b. 75 cents is $\frac{\square}{\square}$ of a dollar.

## Algebra and Functions

Write an equation to solve this problem, and then solve the equation. An oak tree is 42 feet high. The oak tree is 18 feet taller than the fir tree. How tall is the fir tree?

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Af 1.2 If $6+N>9$, circle all the numbers that " $N$ " could be:
3 2
4 1
0
8
5

AF 1.3 Put,,$+- x$, or $\div$ in the circle to make the equation true.
a. $\quad 12 \bigcirc 3=9$
b. $\quad 12 \bigcirc 3=4$
c. $\quad 9 \bigcirc 6=15$
d.

$$
4 \bigcirc 8=32
$$

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a. Change 8 feet into inches. Show your work.
b. Change 9 feet into yards. Show your work.

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a. Make 2 multiplication and 2 division statements using the numbers 5, 4, and 20 :
$\qquad$ $x$ $\qquad$ $=$ $\qquad$
$\qquad$ $x$ $\qquad$ $=$ $\qquad$
$\qquad$ $\div$ $\qquad$ $=$ $\qquad$
$\qquad$ $\div$ $\qquad$ $=$ $\qquad$

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AF 1.5

## [CONTINUED]

b. $6 \times 12=72$

1. What is $6 \times(4 \times 3)$ ?
2. What is $(6 \times 4) \times 3$ ?

AF 2.1 Pencils are $8 \$$ each. How much would 7 pencils cost? $\qquad$

AF 2.2 Mr. Brown's class was doing a science experiment. There were 7 groups in the class. Each group got 4 test tubes. How many test tubes did the class use? $\qquad$

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## Measurement and Geometry

a. What is the length of this piece of wood: 2 inches, $2 \frac{1}{2}$ inches, $2 \frac{1}{4}$ inches, or $2 \frac{1}{8}$ inches?
$\qquad$ inches.

b. About how tall is an adult man?

2 centimeters
2 meters
2 kilometers
c. About how much milk is in the carton that you get at lunch?

1 gallon
1 pint
1 quart
d. About how much does a newborn baby weigh? $\qquad$

$$
\begin{aligned}
& 7 \text { ounces } \\
& 7 \text { pounds } \\
& 7 \text { tons }
\end{aligned}
$$

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mG 1.2 Below is a picture of a rectangle. What is the area of the figure? $\qquad$
5 cm

ME 1.3
a. What is the perimeter of a square that is 6 inches on one side? $\qquad$
b. What is the perimeter this figure? $\qquad$


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a. 2 hours $=$ $\qquad$ minutes.
b. 3 meters $=$ $\qquad$ centimeters.
c. 8 yards $=$ $\qquad$ feet.
d. 36 inches $=$ $\qquad$ feet.

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ME 2.1 a. How many vertices does an octagon have? $\qquad$
b. How many sides does a pentagon have? $\qquad$

MG 2.2 a. Label each triangle as isosceles, equilateral or right triangle:


1. $\qquad$ 2. $\qquad$ 3. $\qquad$

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a. Label the parallelogram and the square.


1. $\qquad$ 2. $\qquad$
b. Tell one way that a parallelogram is different than a square:
$\qquad$
$\qquad$
c. Circle the two line segments line are parallel in the trapezoid below: $A B \quad B D \quad A C \quad C D$

2. $\qquad$ 2. $\qquad$ 3. $\qquad$

For each figure, write the letter ( $A, B$, or $C$ ) that matches the angle.
A. Right angle B. Less than right angle C. Greater than right angle

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Write the label for each object: sphere, cone, pyramid or prism.
MG 2.5

a. $\quad$
b. $\qquad$
C. $\qquad$
d. $\qquad$
mG 2.6
What shapes make this picture of an ice cream cone?

A. A cube and a pyramid
B. A cone and a sphere
C. A cone and a circle
D. A pyramid and a prism

Answer: $\qquad$

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## Statistics

s 1.1 Circle the word that describes the likelihood of something happening:
a. The sun will rise tomorrow.
likely certain unlikely impossible
b. You could have an elephant for a house pet.
likely certain unlikely impossible
s 1.2 I dropped a penny on the floor. Here is what happened:

| 1st time: | tails |
| :--- | :--- |
| 2nd time: | tails |
| 3rd time: | heads |
| 4th time: | tails |
| 5th time: | heads |
| 6th time: | tails |
| 7th time: | tails |
| 8th time: | heads |

How many more times did tails occur than heads?

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S 1.3 Here are the results of an experiment in which a student flipped a coin:

| First flip | Heads |
| :--- | :--- |
| Next flip | Tails |
| Next flip | Tails |
| Next flip | Tails |
| Next flip | Tails |
| Next flip | Heads |
| Next flip | Tails |
| Next flip | Heads |
| Next flip | Tails |

Make a bar graph to show the results:


