

3rd GRADE KID-FRIENDLY MATH STANDARDS

| Standards Being Tested | | THIRD GRADE- MATH | Check for Progress 1 | Check for Progress 2 | Check for Progress 3 | Check for Progress 4 | Check for Progress 5 |
|-------------------------|------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | 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. | | | | | |
| 32 ITEMS 49% | | NUMBER SENSE | | | | | |
| | 1.0 | <i>Students understand the place value of whole numbers:</i> | | | | | |
| 1/2 ** | 1.1 | • I can count, read, and write whole numbers up to 10,000. | | | | | |
| 1 | 1.2 | • I can compare and put in number order whole numbers up to 10,000. | | | | | |
| 3 | 1.3* | • I can tell the place value for each digit in numbers up to 10,000. | | | | | |
| 1/2 ** | 1.4 | • I can round off numbers up to 10,000 to the nearest ten. • I can round off numbers up to 10,000 to the nearest hundred. • I can round off numbers up to 10,000 to the nearest thousand. | | | | | |
| 3 | 1.5* | • I know how to use expanded notation to represent numbers. (Example: 3,206 = 3,000 + 200 + 6) | | | | | |
| | 2.0 | <i>Students calculate and solve problems involving addition, subtraction, multiplication and division:</i> | | | | | |
| 4 | 2.1* | • I can find the sum or difference of any two whole numbers between 0 and 10,000. | | | | | |
| NA*** | 2.2* | • I have memorized the multiplication table for all numbers from 1 to 10. | | | | | |
| 3 | 2.3* | • I know that multiplication is the opposite function from division. (Example: $4 \times 5 = 20$, $20 \div 5 = 4$ and $20 \div 4 = 5$) • I know how to use this tool to check my answers. | | | | | |
| 5 | 2.4* | • I correctly solve simple multiplication problems with a multi-digit number multiplied by a one-digit number. (Example: $3,671 \times 3 = \underline{\quad}$) | | | | | |
| 1 | 2.5 | • I correctly solve division problems with a multi-digit number evenly divided by a one-digit number. (Example: $135 \div 5 = \underline{\quad}$) | | | | | |
| 1 | 2.6 | • I understand the special rules when using 0 and 1 in multiplication. • I understand the special rules when using 0 and 1 in division. | | | | | |
| 1 | 2.7 | • I can find the cost for one unit when given the total number of units and the total cost. | | | | | |
| 1 | 2.8 | • I can solve problems that require two or more of the skills mentioned above. | | | | | |
| | 3.0 | <i>Students understand the relationship between whole numbers, simple fractions, and decimals:</i> | | | | | |
| 1 | 3.1 | • I can compare fractions shown in drawings or object groups. • I can make equal value groups of fractions. • I can add and subtract simple fractions in context. (Examples: I know $1/2$ of a pizza is the same amount as $2/4$ of another pizza the same size. I can show that $3/8$ is larger than $1/4$). | | | | | |
| 2 | 3.2* | • I can add simple fractions. • I can subtract simple fractions. (Example: I can show that $1/8 + 3/8$ is the same as $1/2$). | | | | | |

* Key standards (*Mathematics Framework for California Public Schools, chapter 3*) comprise a minimum of 70% of the test

** Fractional values indicate rotated standards (e.g., $\frac{1}{2}$ =rotated every two years; $\frac{1}{3}$ =rotated every three years)

*** Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands

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| 4 | 3.3 * | <ul style="list-style-type: none"> I can solve problems finding money amounts using addition, subtraction, multiplication and division. I can place the decimal correctly when I write money amount answers. I can multiply and divide money amounts and place the decimal correctly when multiplying with and dividing by whole numbers. | | | | | |
| 1 | 3.4 | <ul style="list-style-type: none"> I know and understand that decimals and fractions are two different ways to describe the same concept. (Example: 50 cents is $\frac{1}{2}$ of a dollar) | | | | | |
| 12 ITEMS 18% | | ALGEBRA AND FUNCTIONS | | | | | |
| | 1.0 | <i>Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</i> | | | | | |
| 4 | 1.1* | <ul style="list-style-type: none"> I can show equality and inequality relationships between amounts using number sentences and math symbols. (+, -, x, ÷, <, =, >, ≠) | | | | | |
| 1 | 1.2 | <ul style="list-style-type: none"> I correctly solve problems involving number sentence equations or inequalities. | | | | | |
| 1 | 1.3 | <ul style="list-style-type: none"> I can choose the correct symbol to make a number sentence true. (Example: If 4 ___ 3 = 12, what operational symbol goes in the blank?) | | | | | |
| 1 | 1.4 | <ul style="list-style-type: none"> I can show how to change measurement amounts from one unit of measurement to another using math symbols. (Examples: ___ inches = ___ feet x 12, or ___ hours = ___ minutes ÷ 60) | | | | | |
| 1 | 1.5 | <ul style="list-style-type: none"> I can recognize the commutative and associative properties of multiplication. I know how to use the commutative and associative properties of multiplication. (Commutative Examples: If $5 \times 7 = 35$, then $7 \times 5 = \underline{\quad}$ and if $5 \times 7 \times 3 = 105$, then $7 \times 3 \times 5 = \underline{\quad}$) (Associative Example: If $(5 \times 7) \times 3 = 105$, then $5 \times (7 \times 3) = \underline{\quad}$) | | | | | |
| | 2.0 | <i>Students represent simple functional relationships:</i> | | | | | |
| 3 | 2.1 * | <ul style="list-style-type: none"> I can solve simple problems by finding the correct symbol or function to use so I can show the relationship between two quantities. (Example: I know the total cost of a group of items if I know the cost for each one.) | | | | | |
| 1 | 2.2 | <ul style="list-style-type: none"> I can recognize a linear pattern and describe the rules it is using. I can predict the next item in the pattern. (Example: I can find the number of legs on a given number of horses by counting by 4s, or by multiplying the number of horses by 4.) | | | | | |

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| 16 items 25% | | MEASUREMENT AND GEOMETRY | | | | | |
| | 1.0 | <i>Students choose and use appropriate units and measurement tools to quantify the properties of objects:</i> | | | | | |
| 1 | 1.1 | <ul style="list-style-type: none"> • I choose the appropriate units (metric and U.S.) to estimate the length, liquid volume, and weight/mass of given objects. • I choose the appropriate tools and units (metric and U.S.) to measure the length, liquid volume, and weight/mass of given objects. | | | | | |
| 3 | 1.2* | <ul style="list-style-type: none"> • I can estimate and find the area of objects by covering them with squares. • I can estimate and find the volume of solid objects by counting the number of cubes that would fill them. | | | | | |
| 3 | 1.3* | <ul style="list-style-type: none"> • I can find the perimeter of a polygon with sides measured in integers. | | | | | |
| 1 | 1.4 | <ul style="list-style-type: none"> • I can do simple conversions within a system of measurement (Examples: I can convert centimeters and meters, hours and minutes). | | | | | |
| | 2.0 | <i>Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:</i> | | | | | |
| 2 | 2.1* | <ul style="list-style-type: none"> • I can name the polygons (including pentagons, hexagons, and octagons). • I can describe the differences between these polygons. • I can sort and group these polygons, and describe how and why I grouped them. | | | | | |
| 2 | 2.2* | <ul style="list-style-type: none"> • I can describe what makes certain triangles special. (Examples: a right triangle has a right angle, the isosceles triangle has two equal sides, the equilateral triangle has three equal sides.) | | | | | |
| 2 | 2.3* | <ul style="list-style-type: none"> • I can tell the rules for quadrilaterals. (Examples: parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square). | | | | | |
| 2/3** | 2.4 | <ul style="list-style-type: none"> • I can find the right angles in geometric figures or in appropriate objects. • I know whether other angles are greater or less than a right angle. | | | | | |
| 2/3** | 2.5 | <ul style="list-style-type: none"> • I can name the common three-dimensional geometric objects (including the cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder). • I can describe the differences between these objects. • I can sort and group these objects, and describe how and why I grouped them. | | | | | |
| 2/3** | 2.6 | <ul style="list-style-type: none"> • I can name the common solid objects that are the simple parts needed to make a more complex solid object. | | | | | |

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| 5 ITEMS 8% | STATISTICS, DATA, ANALYSIS AND PROBABILITY | | | | | | | |
| | 1.0 | <i>Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:</i> | | | | | | |
| 1 | 1.1 | <ul style="list-style-type: none"> I can predict if a common event is certain, likely, unlikely, or impossible. | | | | | | |
| 2 | 1.2* | <ul style="list-style-type: none"> I know the possible outcomes for a simple event (Example: there are two possible outcomes when a coin is tossed). I know different systems to keep track of the outcomes when the event is repeated many times. | | | | | | |
| 2 | 1.3* | <ul style="list-style-type: none"> I can make a summary and show the results of probability experiments in a clear and organized way. I can create an accurate bar graph. I can create an accurate plot line. | | | | | | |
| NA*** | 1.4 | <ul style="list-style-type: none"> I can use the results of probability experiments to predict future events. (Example: I can use a line plot to predict the temperature forecast for the next day.) | | | | | | |
| | MATHEMATICAL REASONING | | | | | | | |
| Embedded | 1.0 | <i>Students make decisions about how to approach problems:</i> | | | | | | |
| Embedded | 1.1 | <ul style="list-style-type: none"> I can analyze problems by identifying the relationships between ideas and numbers in the problem I can decide which information is important to the solution and which is not I can put the information in the right order for sequence and importance I can recognize patterns when they appear in my information. | | | | | | |
| Embedded | 1.2 | <ul style="list-style-type: none"> I can decide when it is a good idea to break a problem into simpler parts I know how to break a problem into simpler parts. | | | | | | |
| Embedded | 2.0 | <i>Students use strategies, skills, and concepts in finding solutions:</i> | | | | | | |
| Embedded | 2.1 | <ul style="list-style-type: none"> I can estimate the answer to check if my calculated answer makes sense. | | | | | | |
| Embedded | 2.2 | <ul style="list-style-type: none"> I use tools and ways of solving problems I used in simpler problems to solve more complex problems. I use results from simpler problems to solve more complex problems. | | | | | | |
| Embedded | 2.3 | <ul style="list-style-type: none"> I use <i>words, numbers, symbols, charts, graphs, tables, diagrams, and models</i>, to explain how I solve math problems. | | | | | | |
| Embedded | 2.4 | <ul style="list-style-type: none"> I can tell how I solved my math problems clearly and logically. I use the correct symbols to write my math problems and solutions I use clear language and the right terms to talk about math. I can prove how I solved the problems by both telling mental work and showing written work. | | | | | | |
| Embedded | 2.5 | <ul style="list-style-type: none"> I can show how and when it is better to give an exact answer. I can show how and when it is better to give an estimate for an answer. I can give exact or estimated answers as requested. | | | | | | |
| Embedded | 2.6 | <ul style="list-style-type: none"> Make precise calculations and check if the answer is correct and reasonable after thinking about the reasonable estimated answer. | | | | | | |
| Embedded | 3.0 | <i>Students move beyond a particular problem by generalizing to other situations.</i> | | | | | | |
| Embedded | 3.1 | <ul style="list-style-type: none"> I can decide if the solution seems reasonable after thinking about the problem in the original situation. | | | | | | |
| Embedded | 3.2 | <ul style="list-style-type: none"> I notice how to find the solution to a problem and then I can show that I understand that method by solving problems like it. | | | | | | |
| Embedded | 3.3 | <ul style="list-style-type: none"> I can figure out the rule that gets me correct solutions, and then use that rule for other similar types of problems. | | | | | | |
| 65 ITEMS | MATH TOTAL | | | | | | | |

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