Third Grade Assessments and Scoring Checklists, Common Core State Standards

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### Grade 3: CCSS Assessment Map

<table>
<thead>
<tr>
<th></th>
<th>First Month of School</th>
<th>End of Quarter 1 or end of October</th>
<th>End of Quarter 2 or mid-January</th>
<th>End of Quarter 3 Or March</th>
<th>End of Quarter 4 End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Corner Baseline Assessment</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 1</td>
<td></td>
<td></td>
<td>✓ Change to Task 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 2</td>
<td></td>
<td></td>
<td></td>
<td>✓ Change to Task 4</td>
<td></td>
</tr>
<tr>
<td>Number Corner Checkup 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ No Change to Student Materials</td>
</tr>
<tr>
<td>Number Corner Checkup 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ Replace with new 5 page assessment</td>
</tr>
</tbody>
</table>

New Common Core State Standards (CCSS) Aligned Class checklists have been created for each of the Baseline and Quarterly Checkups. When appropriate, replacement pages were created to the Checkups to more closely align with the CCSS. No changes to the Baseline Assessment (NC A 0.1-04) Use the NEW CCSS Class Checklist for the Baseline Alignment to CCSS.
1 Use the calendar pattern to answer these questions:

a What shape would you see on the 20th?

b What shape would you see on the 23rd?

c What shape would you see on the 4th Thursday?

d What shape would you see on the 5th Monday?

2 Write the numbers in the box in order on the lines from least to greatest.

<table>
<thead>
<tr>
<th>342</th>
<th>314</th>
<th>293</th>
<th>308</th>
<th>423</th>
<th>392</th>
</tr>
</thead>
<tbody>
<tr>
<td>least</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>greatest</td>
</tr>
</tbody>
</table>
3a  What does this part of the number $672$ mean? Draw or write.

3b  What does this part of the number $672$ mean? Draw or write.

3c  What does this part of the number $672$ mean? Draw or write.

4  Fill in the bubble to show the correct expanded notation for each number.

<table>
<thead>
<tr>
<th></th>
<th>362</th>
<th>30 + 60 + 2</th>
<th>300 + 6 + 2</th>
<th>300 + 60 + 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>362</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>418</th>
<th>400 + 1 + 8</th>
<th>400 + 10 + 8</th>
<th>40 + 10 + 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>418</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>108</th>
<th>100 + 8</th>
<th>10 + 8</th>
<th>1 + 0 + 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>108</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>450</th>
<th>400 + 5</th>
<th>400 + 50</th>
<th>45 + 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>450</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
<td>$\bigcirc$</td>
</tr>
</tbody>
</table>
5 Add. Show your work.

\[
\begin{array}{ccc}
54 & + & 29 \\
\hline
\end{array} \\
\begin{array}{ccc}
62 & + & 34 \\
\hline
\end{array} \\
\begin{array}{ccc}
57 & + & 57 \\
\hline
\end{array}
\]

6 Subtract. Show your work.

\[
\begin{array}{ccc}
65 & - & 34 \\
\hline
\end{array} \\
\begin{array}{ccc}
82 & - & 39 \\
\hline
\end{array} \\
\begin{array}{ccc}
58 & - & 19 \\
\hline
\end{array}
\]

7 Write the times.

\[
\begin{array}{ccc}
\_\_\_ \_ \_ & : & \_\_\_ \_ \_ \\
\_\_\_ \_ \_ & : & \_\_\_ \_ \_ \\
\_\_\_ \_ \_ & : & \_\_\_ \_ \_ \\
\end{array}
\]
8 Fill in the bubble to show the name and value of each coin.

<table>
<thead>
<tr>
<th></th>
<th>penny</th>
<th>nickel</th>
<th>dime</th>
<th>quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1¢</td>
<td>5¢</td>
<td>10¢</td>
<td>25¢</td>
<td></td>
</tr>
</tbody>
</table>

9 Circle the correct amount of money.

**89¢**
Circle enough money to pay for 1 duck.

**15¢ each**
Circle enough money to pay for 3 pencils.
10 Solve the story problems below. Use numbers, pictures, and/or words to show how you got the answer.

a The pet store has 2 fish tanks. There are 49 fish in one of the tanks and 28 fish in the other tank. How many fish are there in all? Show your work.

b The pet store had 71 cans of cat food. They sold 48 cans of cat food. How many cans of cat food do they have left? Show your work.
### Grade 3 Number Corner Baseline Assessment Class Checklist

**Note:** Let students know that in order to get full points for problems 5 and 6, they need to use strategies more efficient than counting by 1’s, counting on, or counting backwards. Such strategies include base 10 sketches, use of the open number line, front-ending, etc.

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Extends a growing pattern to determine what shape would be displayed on the 20th of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Work Places 2A, 3A, 3C, 3F G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</td>
</tr>
<tr>
<td>1b Extends a growing pattern to determine what shape would be displayed on the 23rd of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</td>
</tr>
<tr>
<td>1c Extends a growing pattern to determine what shape would be displayed on the 4th Thursday of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</td>
</tr>
<tr>
<td>1d Extends a growing pattern to determine what shape would be displayed on the 5th Monday of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143</td>
</tr>
<tr>
<td>2 Orders six 3-digit numbers from least to most (293, 308, 314, 342, 392, 423)</td>
<td>2.NBT.3</td>
<td>6 pts, 1 pt for each number placed correctly in the sequence</td>
<td>Support G2 Supplement Set A4, Place Value G2 Practice Book (see charts on page iii and v of the teacher’s edition for a list of relevant pages)</td>
</tr>
<tr>
<td>3a Knows that the 6 in 672 means 600 (or 6 groups of 100, or 6 hundreds)</td>
<td>2.NBT.1</td>
<td>1 pt</td>
<td>Support G2 Supplement Set A4, Place Value G2 Practice Book (see charts on page iii and v of the teacher’s edition for a list of relevant pages)</td>
</tr>
<tr>
<td>3b Knows that the 6 in 672 means 600 (or 6 groups of 10, or 7 tens)</td>
<td>2.NBT.1</td>
<td>1 pt</td>
<td>Support G2 Supplement Set A4, Place Value G2 Practice Book (see charts on page iii and v of the teacher’s edition for a list of relevant pages)</td>
</tr>
<tr>
<td>3c Knows that the 6 in 672 means 600 (or 6 groups of 1, or 2 ones)</td>
<td>2.NBT.1</td>
<td>1 pt</td>
<td>Support G2 Supplement Set A4, Place Value G2 Practice Book (see charts on page iii and v of the teacher’s edition for a list of relevant pages)</td>
</tr>
<tr>
<td>4a – 4d Identifies the expanded notation for several 3-digit numbers (Choice 3: 300 + 60 + 2; Choice 2: 400 + 10 + 8; Choice 1: 100 + 8; Choice 2: 400 + 50)</td>
<td>2.NBT.1, 2.NBT.3</td>
<td>4 pts, 1 for each correct response</td>
<td>Support G2 Supplement Set A4, Place Value G2 Practice Book (see charts on page iii and v of the teacher’s edition for a list of relevant pages)</td>
</tr>
<tr>
<td>5 Solve 3 double-digit addition problems. Shows work for each (81, 96, 114)</td>
<td>2.NBT.5</td>
<td>6 pts</td>
<td>Support G2 Supplement Set A9, More Multi-Digit Addition and Subtraction G2 Practice Book (see chart on page vi of the teacher’s edition for a list of relevant pages) Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (<a href="http://www.ixl.com/">http://www.ixl.com/</a>), designed for home, as well as classroom use (Monthly or Yearly Fee)</td>
</tr>
<tr>
<td>6 Solve 3 double-digit subtraction problems. Shows work for each (31, 43, 39)</td>
<td>2.NBT.5</td>
<td>6 pts</td>
<td>Support G2 Supplement Set A9, More Multi-Digit Addition and Subtraction G2 Practice Book (see chart on page vi of the teacher’s edition for a list of relevant pages) Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (<a href="http://www.ixl.com/">http://www.ixl.com/</a>), designed for home, as well as classroom use (Monthly or Yearly Fee)</td>
</tr>
<tr>
<td>Task</td>
<td>Standard</td>
<td>Points</td>
<td>Support</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Tells time to the minute correctly (1:21, 6:17, 7:48)</td>
<td>3.MD.1</td>
<td>3 pts</td>
<td>G1 Practice Book, pages 28, 61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Supplement Set D5, Telling Time, Activities 1 &amp; 2 and Ind. Worksheets 1, 2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Work Place 3B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Practice Book, pages 39, 90, 97, 103, 115, 135, 142</td>
</tr>
<tr>
<td>Identifies the name and value of 4 different coins (Choice 3: dime/10¢; Choice 4: quarter/25¢; Choice 1: penny/1¢; Choice 2: nickel/5¢)</td>
<td>2.MD.8</td>
<td>4 pts</td>
<td>G1 Support Activities 1B, 4A, 4B, 5A, 8A, 10A</td>
</tr>
<tr>
<td>Counts quarters, dimes, nickels, and pennies to make a collection of 89¢</td>
<td>2.MD.8</td>
<td>1 pt</td>
<td>G1 Practice Book, pages 16, 23, 27, 33, 57, 68</td>
</tr>
<tr>
<td>Counts quarters, dimes, nickels, and pennies to make a collection of 45¢</td>
<td>2.MD.8</td>
<td>1 pt</td>
<td>G2 Supplement Set A6, Money, Activities 1 &amp; 2 and Independent Worksheet 1</td>
</tr>
<tr>
<td>Solves a double-digit addition word problem</td>
<td>2.OA.1</td>
<td>3 pts:</td>
<td>G2 Supplement Set A9, More Multi-Digit Addition and Subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Practice Book (see chart on page vi of the teacher's edition for a list of relevant pages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: There are a variety of web sites that might be used by families over the summer to support students who are still struggling with double-digit computation. An example is IXL Math (<a href="http://www.ixl.com/">http://www.ixl.com/</a>), designed for home, as well as classroom use (Monthly or Yearly Fee)</td>
</tr>
<tr>
<td>Solves a double-digit subtraction word problem</td>
<td>2.OA.1</td>
<td>3 pts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(See scoring for problem 10a above)</td>
</tr>
<tr>
<td>Total Score/Level of Proficiency*</td>
<td></td>
<td>44 pts</td>
<td></td>
</tr>
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* Meeting Standard: 33 – 44 points (75–100% correct)  
Approaching Standard: 22 – 31 points (50–74% correct)  
Strategic: 11– 21 points (25–49% correct)  
Intensive: 10 points or fewer (24% or less correct)
1 Find the sums below.

\[
\begin{array}{cccccccc}
9 & 10 & 7 & 4 & 5 & 6 & 7 & 8 \\
+8 & +4 & +7 & +6 & +9 & +6 & +3 & +8 \\
\end{array}
\]

\[
\begin{array}{cccccccc}
6 & +7 & = & 13 & 8 & +10 & = & 18 & 7 & +9 & = & 16 & 8 & +2 & = & 10 \\
\end{array}
\]

2 Find the differences below.

\[
\begin{array}{cccccccc}
12 & 17 & 13 & 8 & 19 & 15 & 18 & 16 \\
-6 & -8 & -10 & -7 & -9 & -7 & -9 & -10 \\
\end{array}
\]

\[
\begin{array}{cccccccc}
14 & -7 & = & 7 & 16 & -6 & = & 10 & 15 & -9 & = & 6 & 9 & -7 & = & 2 \\
\end{array}
\]

3 Which of these coin collections shows 85¢?

[Options]

4 What number is missing in the pattern below?

\[5, 7, 9, \underline{11}, 13\]

[Options]

5 What number is missing in the pattern below?

\[13, 17, 21, \underline{22}, 29\]

[Options]
Number Corner Checkup 1  page 2 of 2

6 Which tool would you use to measure the length of a desk?

7 School started at 8:00 a.m. Rosa was 15 minutes late to school. What time did Rosa arrive at school?

   ○ 8:15   ○ 7:45   ○ 8:30   ○ 9:15

8 Marc’s dad said they would have dinner at 6:00 p.m. The time right now is shown on the clock. How much longer before Marc and his dad have dinner?

   ○ 15 minutes  ○ 4 minutes  ○ 8 minutes  ○ 20 minutes

9 Measure each line segment below to the nearest centimeter. Label each segment to show how long it is.

   a

   b

   d Which line segment above is longest? _________

   e Which line segment above is shortest? _________

   f How much longer is the longest line segment than the shortest line segment? Write and solve an equation to show the difference.
<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Completes _____ out of 12 addition facts correctly.</td>
<td>2.OA.2</td>
<td>12 correct: 4 pts. 11 correct: 3 pts. 10 correct: 2 pts. 9 correct: 1 pt. 8 or fewer correct: 0 pts</td>
<td>Support G2 Supplement Set A1, Addition &amp; Subtraction, Activities 2, 3 &amp; 4 G2 Supplement Set A2, Solving Equations, Activities 1 &amp; 2 and Ind. Worksheets 1 &amp; 2 G2 Work Places 4B, 4C, 4D, 5A, 5B, 5D G2 Practice Book, pages 3, 5, 9, 11, 13, 14, 17, 23, 27, 31, 33, 35, 41, 45, 49, 51, 53, 55, 56, 57, 59, 63, 64, 69, 71, 73, 77, 79, 85 G3 Support Activities 1–6</td>
</tr>
<tr>
<td>2 Completes _____ out of 12 subtraction facts correctly.</td>
<td>2.OA.2</td>
<td>12 correct: 4 pts. 11 correct: 3 pts. 10 correct: 2 pts. 9 correct: 1 pt. 8 or fewer correct: 0 pts</td>
<td>Support G2 Supplement Set A6, Money, Activities 1 &amp; 2 and Independent Worksheet 1 G2 Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144</td>
</tr>
<tr>
<td>3 Counts coins to find the collection that totals 85¢ (Choice 3, 2 nickels &amp; 3 quarters)</td>
<td>2.MD.8</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>4 Completes the +2 counting pattern correctly (Choice 2, 11)</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143 G2 Work Places 2F, 3F</td>
</tr>
<tr>
<td>5 Completes the +4 counting pattern correctly (Choice 2, 23)</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>6 Identifies the tool used to measure length (Choice 3, tape measure)</td>
<td>2.MD.1</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>7 Adds 15 minutes to 8:00 (Choice 1, 8:15)</td>
<td>3.MD.1</td>
<td>1 pt</td>
<td>Support G4 Support Activities 10, 11</td>
</tr>
<tr>
<td>8 Calculates elapsed time (Choice 4, 20 minutes)</td>
<td>3.MD.1</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>9a–9c Measures a line segment to the nearest centimeter and labels the line to show its length (15 cm, 9 cm, 6 cm)</td>
<td>2.MD.1</td>
<td>3 pts (1 pt for each correct response)</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>9d Identifies Line Segment a as the longest of the three</td>
<td>2.MD.4</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>9e Identifies Line Segment c as the shortest of the three</td>
<td>2.MD.4</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
<tr>
<td>9f Writes and solves an equation to show how much longer Line Segment a is than Line Segment c (15 – 6 = 9 cm)</td>
<td>2.MD.5</td>
<td>1 pt</td>
<td>Support G2 Supplement Set D2, Length in U.S. Customary Units, Activities 4, 5, 6, 7 &amp; 8 G2 Supplement Set D3, Length in Metric Units, Activities 1, 2 &amp; 3 G3 Work Places 1E, 2C</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 pts</td>
<td>* Meeting Standard: 15 – 20 points (75–100% correct) Strategic: 5 – 9 points (25–49% correct) Approaching Standard: 10 – 14 points (50–74% correct) Intensive: 4 points or fewer (24% or less correct)</td>
</tr>
</tbody>
</table>

Grade 3, Unit 2 Number Corner Checkup 1 Class Checklist (1 sheet) 5/11
Number Corner Checkup 2  page 1 of 3

1 Which number will make this number sentence true?

\[ 23 + \underline{\hspace{2cm}} = 38 \]
- 5
- 15
- 24
- 25

2

\[ 67 - 18 \]
- 51
- 49
- 85
- 38
- none of these

3 Estimate and mark which answer is closest to 50.

\[ \begin{array}{cccc}
2 & 24 & 32 & 46 \\
+ 16 & + 28 & + 11 & + 18 \\
\end{array} \]
- 
- 
- 
- 

4 Estimate and mark which has the greatest answer.

\[ \begin{array}{cccc}
315 & 215 & 427 & 322 \\
+ 126 & + 267 & + 49 & + 73 \\
\end{array} \]
- 
- 
- 
- 

5

\[ 436 - 287 \]
- 251
- 189
- 723
- 149
- none of these
6 Which of these items costs about $3.00?

- [ ] $0.30
- [ ] $4.35
- [ ] $3.25
- [ ] $13.25

7 An apple costs 65¢ and a bottle of juice costs 85¢. Which collection of money will be enough to buy both?

- [ ] 1 quarter, 2 dimes, 5 nickels
- [ ] 2 quarters, 1 dime, 1 nickel
- [ ] 1 dollar, 1 quarter, 1 dime, 3 nickels
- [ ] 2 dollars, 1 quarter

8 A pack of balloons costs $2.65. Kendra paid for a pack of balloons with $3.00. Which group of coins shows how much change Kendra should get back?

- [ ] 2 quarters, 5 dimes, 2 nickels
- [ ] 1 dollar, 3 dimes, 5 nickels
- [ ] 1 dollar, 4 dimes, 1 nickel
- [ ] 2 dimes, 5 pennies
9 What was the temperature on April 3?
   - 45
   - 50
   - 55
   - 60

10 On how many days was the noon temperature warmer than it was on April 3?
   - 0
   - 2
   - 3
   - 4

11 On how many days was the noon temperature warmer than 60°F?
   - 1
   - 2
   - 3
   - 4
<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 solves for missing addend (Choice 2, 15)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3; G3 Practice Book, pages 89, 90, 92, 99, 101, 107, 123, 126, 137; G3 Support Activities 7, 8, 11, 14, 15</td>
</tr>
<tr>
<td>2 subtracts 2-digit numbers with regrouping (Choice 2, 49)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support G3 Supplement Set A6, Estimating to Add &amp; Subtract, Independent Worksheets 1, 2 &amp; 3; G3 Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126</td>
</tr>
<tr>
<td>3 estimates the sums of 2-digit numbers (Choice 2, 24 + 28)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support G3 January Clocks, Coins &amp; Bills (make up additional story problems)</td>
</tr>
<tr>
<td>4 estimates the sums of 3-digit numbers (Choice 2, 215 + 267)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support G3 Support Activities 9 &amp; 10; G3 Work Places 2F, 2J; Also see listings for Items 1 &amp; 2 above.</td>
</tr>
<tr>
<td>5 subtracts 3-digit numbers with regrouping (Choice 4, 149)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support (See listings for Items 1 &amp; 2 above.)</td>
</tr>
<tr>
<td>6 rounds money amounts to nearest dollar (Choice 3, $3.25)</td>
<td>3.NBT.1</td>
<td>1 pt.</td>
<td>Support G3 Support Activities 9 &amp; 10; Also see listings for Items 1 &amp; 2 above.</td>
</tr>
<tr>
<td>7 adds money amounts/counts coins and bills (Choice 3, a dollar and 2 quarters)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support G3 Support Activities 9 &amp; 10; Also see listings for Items 1 &amp; 2 above.</td>
</tr>
<tr>
<td>8 makes change from $3/counts coins (Choice 4, 2 dimes, 2 nickels, and 5 pennies)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support G3 Support Activities 9 &amp; 10; Also see listings for Items 1 &amp; 2 above.</td>
</tr>
<tr>
<td>9 identifies data point on bar graph (Choice 3, 55 degrees)</td>
<td>3.MD.3</td>
<td>1 pt.</td>
<td>Support G3 Support Set E1, Graphs, Activities 1, 2 &amp; 3; and Independent Worksheets 1 &amp; 2</td>
</tr>
<tr>
<td>10 compares data on bar graph (Choice 3, 3 days)</td>
<td>3.MD.3</td>
<td>1 pt.</td>
<td>Support G3 Support Set E1, Graphs, Activities 1, 2 &amp; 3 and Independent Worksheets 1 &amp; 2</td>
</tr>
<tr>
<td>11 compares data on bar graph (Choice 2, 2 days)</td>
<td>3.MD.3</td>
<td>1 pt.</td>
<td>Support G3 Support Set E1, Graphs, Activities 1, 2 &amp; 3 and Independent Worksheets 1 &amp; 2</td>
</tr>
<tr>
<td><strong>Total Score/Level of Proficiency</strong></td>
<td><strong>11 pts</strong></td>
<td></td>
<td>* Meeting Standard: 8 – 11 points (75–100% correct)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approaching Standard: 6 – 7 points (50–74% correct)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intensive: 2 points or fewer (24% or less correct)</td>
</tr>
</tbody>
</table>

Grade 3, Number Corner Checkup 2 Class Checklist (1 sheet)
1. $6 \times 4 = \phantom{00}0\phantom{0000000000}0$
   - Choice: 24

2. $3 \times 7 = \phantom{00}0\phantom{0000000000}0$
   - Choice: 21

3. Estimate the answer by rounding to the nearest hundred. Choose the closest answer.
   - $328 + 867$
   - Choices:
     - 1200
     - 1000
     - 600
     - 0
     - 1500
   - Choice: 1200

4. Estimate the answer by rounding to the nearest hundred. Choose the closest answer.
   - $906 - 387$
   - Choices:
     - 500
     - 600
     - 700
     - 800
   - Choice: 500

5. Complete the following problems. Show your thinking with pictures, numbers, and/or words.
   - a) $274 + 35 = \phantom{00}0\phantom{0000000000}0$
   - b) $183 - 43 = \phantom{00}0\phantom{0000000000}0$
6  is the same as
○ 1 hundred 42 tens
○ 1 hundred 4 tens 2 ones
○ 1 hundred 5 tens 2 ones
○ 1 hundred 5 tens

7  Amber had an appointment to take her dog to the vet at 3:40. She arrived a half-hour early for the appointment. What time did she arrive?
○ 3:00
○ 3:10
○ 4:00
○ 4:10

8  Maria started her homework at the time shown on the clock. She finished 25 minutes later. What time did she finish?

9  Jose's swim class began at 3:30 and ended at 5:10. How long was his swim class?
○ 1 hour and 30 minutes
○ 1 hour and 40 minutes
○ 2 hours and 20 minutes
○ 2 hours and 10 minutes
10. What is the perimeter of the window?
   - 20 inches
   - 100 inches
   - 200 inches
   - 240 inches

11. Which of the following shapes is a cylinder?

12. Look at the figures below. This triangle could be a face of which figure?
<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Finds the product of 3 x 7 (21)</td>
<td>3.OA.7</td>
<td>1 pt.</td>
<td>Support Activities 14, 15, G3 Work Place 5D, G3 Support Activity 3A, G3 Support Activity 5A, G3 Support Activity 5B, G3 Support Activity 5C, G3 Support Activity 5D, G3 Support Activity 5E, G3 Support Activity 5F, G3 Support Activity 5G, G3 December and February Computational Fluency Workouts</td>
</tr>
<tr>
<td>4. Estimates the difference between 3-digit numbers</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support Activities 14, 15, G3 Work Place 5D, G3 Support Activity 3A, G3 Support Activity 5A, G3 Support Activity 5B, G3 Support Activity 5C, G3 Support Activity 5D, G3 Support Activity 5E, G3 Support Activity 5F, G3 Support Activity 5G, G3 December and February Computational Fluency Workouts</td>
</tr>
<tr>
<td>5a. Adds with regrouping</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Support Activities 11, 14, 15, G3 Work Place 5B, G3 January Computational Fluency Workouts</td>
</tr>
<tr>
<td>5b. Subtracts without regrouping</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Support Activities 11, 14, 15, G3 Work Place 5B, G3 January Computational Fluency Workouts</td>
</tr>
<tr>
<td>6. Identifies place value model for 3-digit number with regrouping</td>
<td>2.NBT.3</td>
<td>1 pt.</td>
<td>Support Activities 12, G3 Work Place 3A, 7A</td>
</tr>
<tr>
<td>7. Identifies a cylinder</td>
<td>2.G.1</td>
<td>1 pt.</td>
<td>Support Activities 12, G3 Work Place 3A, 7A</td>
</tr>
<tr>
<td>8. Identifies a triangle as one face of the triangular prism</td>
<td>2.G.1</td>
<td>1 pt.</td>
<td>Support Activities 12, G3 Work Place 3A, 7A</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

- Meeting Standard: 12 - 16 points (75-100% correct)
- Approaching Standard: 8 - 11 points (50-74% correct)
- Strategic: 4 - 7 points (25-49% correct)
- Intensive: 3 points or fewer (24% or less correct)

* Grade 3 Number Corner Checkup 3 Class Checklist

**Note:** Let students know that in order to receive full points for items 5a and 5b, they need to use strategies for multi-digit addition and subtraction that are more efficient than counting on or counting backwards by 1's.
1 Solve these addition problems.

\[
\begin{array}{cccccccc}
6 & 6 & 6 & 8 & 9 & 9 & 8 & \\
+ 6 & + 9 & + 7 & + 8 & + 7 & + 5 & + 3 & \\
\hline
8 & 7 & 8 & 8 & 7 & 7 & 4 & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
8 & 7 & 8 & 8 & 7 & 7 & 4 & \\
+ 9 & + 3 & + 6 & + 4 & + 8 & + 7 & + 6 & \\
\hline
16 & 10 & 14 & 12 & 16 & 13 & 12 & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
9 & 5 & 8 & 9 & 9 & 4 & \\
+ 10 & + 7 & + 5 & + 9 & + 3 & + 7 & \\
\hline
19 & 17 & 15 & 13 & 15 & 12 & \\
\end{array}
\]

2 Solve these subtraction problems.

\[
\begin{array}{cccccccc}
14 & 14 & 15 & 16 & 15 & 11 & 14 & \\
- 7 & - 10 & - 10 & - 8 & - 8 & - 8 & - 8 & \\
\hline
7 & 4 & 5 & 8 & 7 & 3 & 6 & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
14 & 13 & 12 & 16 & 13 & 19 & 18 & \\
- 9 & - 3 & - 8 & - 9 & - 7 & - 9 & - 10 & \\
\hline
5 & 10 & 4 & 7 & 6 & 10 & 8 & \\
\end{array}
\]

\[
\begin{array}{cccccccc}
13 & 17 & 15 & 13 & 15 & 12 & \\
- 5 & - 9 & - 6 & - 8 & - 9 & - 7 & \\
\hline
8 & 8 & 6 & 5 & 6 & 5 & \\
\end{array}
\]
Number Corner Checkup 4 page 2 of 5

3 Solve these multiplication problems.

\[
\begin{array}{ccccccc}
6 & 1 & 5 & 2 & 4 & 1 & 5 \\
\times 1 & \times 4 & \times 1 & \times 2 & \times 1 & \times 1 & \times 0 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
1 & 2 & 3 & 2 & 3 & 5 & 6 \\
\times 5 & \times 0 & \times 2 & \times 4 & \times 3 & \times 6 & \times 2 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
5 & 4 & 3 & 4 & 3 & 2 & 4 \\
\times 2 & \times 6 & \times 6 & \times 2 & \times 1 & \times 5 & \times 5 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
1 & 1 & 5 & 4 & 3 & 6 & 2 \\
\times 6 & \times 2 & \times 3 & \times 3 & \times 5 & \times 3 & \times 3 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
5 & 6 & 8 & 3 & 4 & 6 & 2 \\
\times 4 & \times 6 & \times 4 & \times 4 & \times 4 & \times 4 & \times 1 \\
\end{array}
\]

\[
\begin{array}{ccccccc}
2 & 3 & 1 & 6 & 5 \\
\times 6 & \times 0 & \times 3 & \times 5 & \times 5 \\
\end{array}
\]
Show all your work and explain your thinking for problems 4, 5, 6, and 7.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>123</td>
<td>+</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>$3.69 + $1.23 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>304</td>
<td>-</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>$5.00 - $3.72 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>In the spaces below, write the following numbers in order from least to greatest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,045</td>
<td>123</td>
<td>254</td>
</tr>
</tbody>
</table>

least    | greatest
Show all your work and explain your thinking for problems 9, 10, 11, and 12.

9 \[ \frac{14}{6} \times 6 \]

10 \[ \frac{200}{5} \times 5 \]

11 \[ 24 \div 6 = \]

12 \[ 13 \div 4 = \]

13 Which rectangle is \( \frac{1}{3} \) gray?

14 Which rectangle shows a fraction that is equal to \( \frac{1}{3} \)?
15 How much money does David have to spend at the garage sale? Count all of the money here and record the amount in the box.

David's Money

16 If David bought 2 video games, 1 stuffed animal, and 3 action figures, how much money did he have left? Show your work.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Game</td>
<td>$3.50</td>
</tr>
<tr>
<td>Board Game</td>
<td>$1.25</td>
</tr>
<tr>
<td>Action Figure</td>
<td>25¢</td>
</tr>
<tr>
<td>Stuffed Animal</td>
<td>75¢</td>
</tr>
</tbody>
</table>

17 It is 7:10 and Anna has to catch the bus in 15 minutes. Which clock shows the time Anna has to catch the bus?

a  b  c  d

18 What time does each clock above show?

a  b  c  d
Grade 3 Number Corner Checkup 4 Class Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>CCSS</th>
<th>Points Possible</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4.MD.2</td>
<td>2 pts.</td>
<td>Support</td>
</tr>
<tr>
<td>6</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Support</td>
</tr>
<tr>
<td>7</td>
<td>4.MD.2</td>
<td>2 pts.</td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>orders multi-digit numbers (123, 254, 1023, 2045)</td>
<td>NA</td>
<td>2 pts. (half a point for each number placed correctly in the sequence)</td>
</tr>
</tbody>
</table>
|   |   |   | Support  
|   |   |   |  
|   |   |   | G3 Supplement Set A4, Place Value, Activity 1 and Independent Worksheets 1–4  
|   |   |   | G3 Practice Book, pp 3, 19, 23, 97, 131  
| 9 | multiplies 14 x 6 and shows work (84) | 4.NBT.5 | 2 pts.  
|   |   |   | • 1 pt. for correct answer  
|   |   |   | • 1 pt. showing work  
|   |   |   | Support  
|   |   |   |  
|   |   |   | G3 Supplement Set A7, Multiplication Beyond the Basics, Activity 1 and IWS 1–3  
|   |   |   | G3 Practice Book, pp 121, 122, 124, 127, 138  
| 10 | multiplies 5 x 200 (1,000) | 4.NBT.5 | 2 pts.  
|   |   |   | • 1 pt. for correct answer  
|   |   |   | • 1 pt. showing work  
| 11 | divides 24 ÷ 6 (4) | 3.OA.7 | 2 pts.  
|   |   |   | • 1 pt. for correct answer  
|   |   |   | • 1 pt. showing work  
| 12 | divides 13 ÷ 4 (3 R1 or 3 ¼ or 3.25) | 4.NBT.6 | 2 pts.  
|   |   |   | • 1 pt. for correct answer  
|   |   |   | • 1 pt. showing work  
| 13 | identifies area model for 1/3 (second choice) | 2.G.3 | 1 pt.  
| 14 | identifies fraction equivalent to 1/3 (third choice) | 3.NF.3 | 1 pt.  
| 15 | counts money accurately ($11.90) | 4.MD.2 | 1 pt.  
| 16 | solves a multi-step money story problem and shows work ($3.40) | 4.MD.2 | 2 pts.  
|   |   |   | • 1 pt. for correct answer  
|   |   |   | • 1 pt for showing work that could lead to the correct answer  
| 17 | calculates elapsed time (clock a) | 3.MD.1 | 1 pt.  
| 18 | tells time to the minute (7:25, 7:15, 10:23, 8:05) | 3.MD.1 | 4 pts.  
|   |   |   | • 1 pt. for each correct answer  
|   | Total Score/Level of Proficiency* |   | 39 pts.  
|   | Meeting Standard: 30 – 39 points (75–100% correct)  
|   | Strategic: 10 – 19 points (25–49% correct)  
|   | Approaching Standard: 20 – 29 points (50–74% correct)  
|   | Intensive: 9 points or fewer (24% or less correct)