## 2009 Mathematics Tests Standard and Performance Indicator Map with Answer Key Grade 3

| Question | Type | Points | Strand | Content Performance Indicator | Answer Key |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Book 1 |  |  |  |  |  |
| 1 | Multiple Choice | 1 | Number Sense and Operations | 3.N07 Use 1 as the identity element for multiplication | B |
| 2 | Multiple Choice | 1 | Measurement | 3.M07 Count and represent combined coins and dollars, using currency symbols ( $\$ 0.00$ ) | C |
| 3 | Multiple Choice | 1 | Number Sense and Operations | 3.N03 Compare and order numbers to 1,000 | B |
| 4 | Multiple Choice | 1 | Number Sense and Operations | 3.N04 Understand the place value structure of the base ten number system: <br> 10 ones $=1$ ten <br> 10 tens $=1$ hundred <br> 10 hundreds = 1 thousand | B |
| 5 | Multiple Choice | 1 | Geometry | 3.G01 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) | A |
| 6 | Multiple Choice | 1 | Number Sense and Operations | 3.N18 Use a variety of strategies to add and subtract 3 -digit numbers (with and without regrouping) | D |
| 7 | Multiple Choice | 1 | Number Sense and Operations | 3.N21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication | A |
| 8 | Multiple Choice | 1 | Number Sense and Operations | 3.N13 Recognize fractional numbers as equal parts of a whole | B |
| 9 | Multiple Choice | 1 | Algebra | 3.A02 Describe and extend numeric $(+,-)$ and geometric patterns | B |
| 10 | Multiple Choice | 1 | Measurement | 3.M07 Count and represent combined coins and dollars, using currency symbols ( $\$ 0.00$ ) | D |
| 11 | Multiple Choice | 1 | Number Sense and Operations | 3.N06 Use and explain the commutative property of addition and multiplication | A |
| 12 | Multiple Choice | 1 | Number Sense and Operations | 3.N10 Develop an understanding of fractions as part of a whole unit and as parts of a collection | C |
| 13 | Multiple Choice | 1 | Algebra | 3.A01 Use the symbols $<,>,=$ (with and without the use of a number line) to compare whole numbers and unit fractions ( $1 / 2,1 / 3,1 / 4,1 / 5,1 / 6$, and $1 / 10$ ) | D |

## 2009 Mathematics Tests Standard and Performance Indicator Map with Answer Key Grade 3 (continued)

| Question | Type | Points | Strand | Content Performance Indicator | Answer Key |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Book 1 (continued) |  |  |  |  |  |
| 14 | Multiple Choice | 1 | Measurement | 3.M02 Use a ruler/yardstick to measure to the nearest standard unit (whole and $1 / 2$ inches, whole feet, and whole yards) | B |
| 15 | Multiple Choice | 1 | Geometry | 3.G04 Identify the faces on a threedimensional shape as twodimensional shapes | D |
| 16 | Multiple Choice | 1 | Number Sense and Operations | 3.N25 Estimate numbers up to 500 | C |
| 17 | Multiple Choice | 1 | Measurement | 3.M09 Tell time to the minute, using digital and analog clocks | D |
| 18 | Multiple Choice | 1 | Geometry | 3.G05 Identify and construct lines of symmetry | D |
| 19 | Multiple Choice | 1 | Measurement | 3.M01 Select tools and units (customary) appropriate for the length measured | A |
| 20 | Multiple Choice | 1 | Statistics and Probability | 3.S07 Read and interpret data in bar graphs and pictographs | C |
| 21 | Multiple Choice | 1 | Number Sense and Operations | 3.N08 Use the zero property of multiplication | A |
| 22 | Multiple Choice | 1 | Algebra | 3.A02 Describe and extend numeric $(+,-)$ and geometric patterns | D |
| 23 | Multiple Choice | 1 | Number Sense and Operations | 3.N16 Identify odd and even numbers | D |
| 24 | Multiple Choice | 1 | Number Sense and Operations | 3.N19 Develop fluency with singledigit multiplication facts | A |
| 25 | Multiple Choice | 1 | Statistics and Probability | 3.S08 Formulate conclusions and make predictions from graphs | B |

Book 2

| 26 | Short Response | 2 | Number Sense and Operations | 3.N19 Develop fluency with single- <br> digit multiplication facts | $\mathrm{n} / \mathrm{a}$ |
| :---: | :--- | :---: | :--- | :--- | :---: |
| 27 | Short Response | 2 | Number Sense and Operations | 3.N18 Use a variety of strategies to <br> add and subtract 3-digit numbers <br> (with and without regrouping) | $\mathrm{n} / \mathrm{a}$ |
| 28 | Short Response | 2 | Geometry | 3.G01 Define and use correct <br> terminology when referring to <br> shapes (circle, triangle, square, <br> rectangle, rhombus, trapezoid, and <br> hexagon) | $\mathrm{n} / \mathrm{a}$ |
| 29 | Short Response | 2 | Statistics and Probability | 3.S07 Read and interpret data in bar <br> graphs and pictographs | $\mathrm{n} / \mathrm{a}$ |
| 30 | Extended Response | 3 | Algebra | $3 . A 02$ Describe and extend numeric <br> $(+,-)$ and geometric patterns | $\mathrm{n} / \mathrm{a}$ |
| 31 | Extended Response | 3 | Statistics and Probability | 3.S05 Display data in pictographs <br> and bar graphs | $\mathrm{n} / \mathrm{a}$ |

