

New York State Education Department

Education - P-16

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

| Question | Туре | 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 | В | | | |
| 2 | Multiple Choice | 1 | Measurement | 3.M07 Count and represent combined coins and dollars, using currency symbols (\$0.00) | С | | | |
| 3 | Multiple Choice | 1 | Number Sense and Operations | 3.N03 Compare and order numbers to 1,000 | В | | | |
| 4 | Multiple Choice | 1 | Number Sense and Operations | 3.N04 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand | В | | | |
| 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 | В | | | |
| 9 | Multiple Choice | 1 | Algebra | 3.A02 Describe and extend numeric (+, -) and geometric patterns | В | | | |
| 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 | С | | | |
| 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 | Туре | 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) | В | | | |
| 15 | Multiple Choice | 1 | Geometry | 3.G04 Identify the faces on a three- dimensional shape as two- dimensional shapes | D | | | |
| 16 | Multiple Choice | 1 | Number Sense and Operations | 3.N25 Estimate numbers up to 500 | С | | | |
| 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 | С | | | |
| 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 single- digit multiplication facts | A | | | |
| 25 | Multiple Choice | 1 | Statistics and Probability | 3.S08 Formulate conclusions and make predictions from graphs | В | | | |
| Book 2 | | | | | | | | |
| 26 | Short Response | 2 | Number Sense and Operations | 3.N19 Develop fluency with single-digit multiplication facts | n/a | | | |
| 27 | Short Response | 2 | Number Sense and Operations | 3.N18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping) | n/a | | | |
| 28 | Short Response | 2 | Geometry | 3.G01 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) | n/a | | | |
| 29 | Short Response | 2 | Statistics and Probability | 3.S07 Read and interpret data in bar graphs and pictographs | n/a | | | |
| 30 | Extended Response | 3 | Algebra | 3.A02 Describe and extend numeric (+, -) and geometric patterns | n/a | | | |
| 31 | Extended Response | 3 | Statistics and Probability | 3.S05 Display data in pictographs and bar graphs | n/a | | | |