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>
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<td>√</td>
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</tr>
<tr>
<td></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>√</td>
<td></td>
</tr>
<tr>
<td></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.

   342  314  293  308  423  392

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

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DRAFT Updated 0312
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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>362</td>
<td>$30 + 60 + 2$</td>
<td>$300 + 6 + 2$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>418</td>
<td>$400 + 1 + 8$</td>
<td>$400 + 10 + 8$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>108</td>
<td>$100 + 8$</td>
<td>$10 + 8$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>450</td>
<td>$400 + 5$</td>
<td>$400 + 50$</td>
</tr>
</tbody>
</table>
5 Add. Show your work.

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

6 Subtract. Show your work.

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

7 Write the times.

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

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></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 20&lt;sup&gt;th&lt;/sup&gt; of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td>Support: G2 Work Places 2A, 3A, 3C, 3F</td>
</tr>
<tr>
<td>1b Extends a growing pattern to determine what shape would be displayed on the 23&lt;sup&gt;rd&lt;/sup&gt; 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 4&lt;sup&gt;th&lt;/sup&gt; Thursday of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td></td>
</tr>
<tr>
<td>1d Extends a growing pattern to determine what shape would be displayed on the 5&lt;sup&gt;th&lt;/sup&gt; Monday of the month</td>
<td>3.OA.9</td>
<td>1 pt</td>
<td></td>
</tr>
</tbody>
</table>
| 2 Orders six 3-digit numbers from least to most                      | 2.NBT.3    | 6 pts, 1 pt for each number placed correctly in the sequence | 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) |
| (293, 308, 314, 342, 392, 423)                                       |            |                 |                                                                         |
| 3a Knows that the 6 in 672 means 600 (or 6 groups of 100, or 6 hundreds) | 2.NBT.1, 2.NBT.3 | 1 pt         | 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) |
| 3b Knows that the 7 in 672 means 70 (or 7 groups of 10, or 7 tens)    | 2.NBT.1, 2.NBT.3 | 1 pt         |                                                                         |
| 3c Knows that the 2 in 672 means 2 (or 2 groups of 1, or 2 ones)     | 2.NBT.1, 2.NBT.3 | 1 pt         |                                                                         |
| 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) | 2.NBT.1, 2.NBT.3 | 4 pts, 1 for each correct response | 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) |
| 5 Solve 3 double-digit addition problems. Shows work for each (81, 96, 114) | 2.NBT.5    | 6 pts           | 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 (http://www.ixl.com/), designed for home, as well as classroom use (Monthly or Yearly Fee) |
<p>| 6 Solve 3 double-digit subtraction problems. Shows work for each (31, 43, 39) | 2.NBT.5    | 6 pts           |                                                                         |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Standard</th>
<th>Points</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Tells time to the minute correctly (1:21, 6:17, 7:48)</td>
<td>3.MD.1</td>
<td>3 pts</td>
<td>3 pts, 1 for each correct answer (Award a point even if the time is off by a minute to one side or the other)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>8 Identifies the name and value of 4 different coins</td>
<td>2.MD.8</td>
<td>4 pts</td>
<td>4 pts, 1 for each correct response</td>
</tr>
<tr>
<td>(Choice 3: dime/10¢; Choice 4: quarter/25¢; Choice 1: penny/1¢;</td>
<td></td>
<td></td>
<td>Support</td>
</tr>
<tr>
<td>Choice 2: nickel/5¢)</td>
<td></td>
<td></td>
<td>G1 Support Activities 1B, 4A, 4B, 5A, 8A, 10A</td>
</tr>
<tr>
<td>9a Counts quarters, dimes, nickels, and pennies to</td>
<td>2.MD.8</td>
<td>1 pt</td>
<td>Support</td>
</tr>
<tr>
<td>make a collection of 89¢</td>
<td></td>
<td></td>
<td>G1 Practice Book, pages 16, 23, 27, 33, 57, 68</td>
</tr>
<tr>
<td>9b Counts quarters, dimes, nickels, and pennies to</td>
<td>2.MD.8</td>
<td>1 pt</td>
<td>Support</td>
</tr>
<tr>
<td>make a collection of 45¢</td>
<td></td>
<td></td>
<td>G2 Supplement Set A6, Money, Activities 1 &amp; 2 and Independent Worksheet 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Work Places 2B, 8A, 8E, 9E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144</td>
</tr>
<tr>
<td>10a Solves a double-digit addition word problem</td>
<td>2.OA.1</td>
<td>3 pts</td>
<td>3 pts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1 pt for the correct answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1 pt for showing work that would lead to the correct answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 1 pt for showing the answer clearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>10b Solves a double-digit subtraction word problem</td>
<td>2.OA.1</td>
<td>3 pts</td>
<td>(See scoring for problem 10a above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Practice Book, pages 16, 23, 27, 33, 57, 68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Supplement Set A6, Money, Activities 1 &amp; 2 and Independent Worksheet 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Work Places 2B, 8A, 8E, 9E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G2 Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

| Total Score/Level of Proficiency | 44 pts |

* Meeting Standard: 33 – 44 points (75–100% correct)

* Strategic: 11– 21 points (25–49% correct)

* Approaching Standard: 22 – 31 points (50–74% correct)

* Intensive: 10 points or fewer (24% or less correct)
Number Corner Checkup 1  page 1 of 2

1 Find the sums below.

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

\[
\begin{array}{c}
6 + 7 = \_ \\
8 + 10 = \_ \\
7 + 9 = \_ \\
8 + 2 = \_ \\
\end{array}
\]

2 Find the differences below.

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

\[
\begin{array}{c}
14 - 7 = \_ \\
16 - 6 = \_ \\
15 - 9 = \_ \\
9 - 7 = \_ \\
\end{array}
\]

3 Which of these coin collections shows 85¢?

4 What number is missing in the pattern below?

\[
5, 7, 9, \_ \_ \_ \, 13
\]

\[
\begin{array}{cccc}
\_ & 12 & \_ & 11 & \_ & 10 & \_ & 8
\end{array}
\]

5 What number is missing in the pattern below?

\[
13, 17, 21, \_ \_ \_ \, 29
\]

\[
\begin{array}{cccc}
\_ & 22 & \_ & 23 & \_ & 28 & \_ & 25
\end{array}
\]
6. Which tool would you use to measure the length of a desk?

- [ ] A. spoons
- [ ] B. scales
- [x] C. measuring tape
- [ ] D. stopwatch

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
- c

- 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.
# Grade 3 Number Corner Checkup 1 Class Checklist

<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. Row 1: 17, 14, 14, 10, 14, 12, 10, 16 Row 2: 13, 18, 16, 10</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. Row 1: 6, 9, 3, 1, 10, 8, 9, 6 Row 2: 7, 10, 6, 2</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 Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143 G2 Work Places 2F, 3F</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 G4 Support Activities 10, 11</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>

* Meeting Standard: 15 – 20 points (75–100% correct) Strategic: 5 – 9 points (25–49% correct) Intensive: 4 points or fewer (24% or less correct)
1 Which number will make this number sentence true?

\[ 23 + \underline{} = 38 \]

- 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?

- 
- 
- 
- 

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?

- 
- 
- 
- 

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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
# Grade 3 Number Corner Checkup 2 Class Checklist

<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: (See listings for Items 1 &amp; 2 above.)</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 January Clocks, Coins &amp; Bills (make up additional story problems)</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: G3 Support Activities 9 &amp; 10; G3 Work Places 2F, 2J (Also 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 Supplement Set E1, Graphs, Activities 1, 2 &amp; 3 and Independent Worksheets 1 &amp; 2</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; G3 Work Places 2F, 2J (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 Supplement Set E1, Graphs, Activities 1, 2 &amp; 3 and Independent Worksheets 1 &amp; 2</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 Activities 9 &amp; 10; G3 Work Places 2F, 2J (Also see listings for Items 1 &amp; 2 above.)</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 Supplement 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 Activities 9 &amp; 10; G3 Work Places 2F, 2J (Also see listings for Items 1 &amp; 2 above.)</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

* Meeting Standard: 8 – 11 points (75–100% correct)
  Strategic: 3 – 5 points (25–49% correct)
Approaching Standard: 6 – 7 points (50–74% correct)
Intensive: 2 points or fewer (24% or less correct)
Number Corner Checkup 3  page 1 of 3

1  $6 \times 4 =$

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>32</td>
<td>24</td>
<td>30</td>
</tr>
</tbody>
</table>

2  $3 \times 7 =$

<p>| | | | |</p>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>21</td>
<td>24</td>
<td>33</td>
</tr>
</tbody>
</table>

3  Estimate the answer by rounding to the nearest hundred. Choose the closest answer.

\[
\begin{array}{c}
328 \\
+ 867 \\
\hline
1200
\end{array}
\]

4  Estimate the answer by rounding to the nearest hundred. Choose the closest answer.

\[
\begin{array}{c}
906 \\
- 387 \\
\hline
500
\end{array}
\]

5  Complete the following problems. Show your thinking with pictures, numbers, and/or words.

a  \[
\begin{array}{c}
274 \\
+ 35 \\
\hline
\end{array}
\]

b  \[
\begin{array}{c}
183 \\
- 43 \\
\hline
\end{array}
\]
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?

- 5:00
- 5:10
- 8:55
- 9:45

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>
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<tbody>
<tr>
<td>1 Finds the product of 6 x 4 (24)</td>
<td>3.OA.7</td>
<td>1 pt.</td>
<td>Support: G3 Support Activities 13, 16, 17, 18, G3 Work Places 4A, 4B, 4F, 4G, G3 December and February Computational Fluency Workouts, G3 Supplement Set A2, Basic x and +</td>
</tr>
<tr>
<td>2 Finds the product of 3 x 7 (21)</td>
<td>3.OA.7</td>
<td>1 pt.</td>
<td>Support: G3 Support Activities 14, 15, G3 Work Place 5D, G3 Supplement Set A6, Estimating to Add &amp; Subtract</td>
</tr>
<tr>
<td>3 Estimates the sum of 3-digit numbers (Choice 1, 1200)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support: G3 Support Activities 7, 8, 11, 14, 15*, G3 Work Places 5B, 5E, 5H*, G3 January Computational Fluency Workouts*</td>
</tr>
<tr>
<td>4 Estimates the difference between 3-digit numbers (Choice 1, 500)</td>
<td>3.NBT.2</td>
<td>1 pt.</td>
<td>Support: G3 Support Activity 12, G3 Work Places 3A, 3D, 7A</td>
</tr>
<tr>
<td>5a Adds with regrouping (309)</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Support: G2 Supplement Set A5 and G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction</td>
</tr>
<tr>
<td>5b Subtracts without regrouping (140)</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Support: G2 Supplement Set A5 and G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction</td>
</tr>
<tr>
<td>6 Identifies place value model for 3-digit number with regrouping (Choice 3, 1 hundred, 5 tens, 2 ones)</td>
<td>2.NBT.3</td>
<td>1 pt.</td>
<td>Support: G2 Supplement Set A4, Place Value, G3 Work Places 5F, 5G</td>
</tr>
<tr>
<td>7 Subtracts 30 minutes from 3:40 (3:10)</td>
<td>3.MD.1</td>
<td>1 pt.</td>
<td>Support: G3 October, November, December, and March Computational Fluency Workouts, G4 Support Activities 10, 11</td>
</tr>
<tr>
<td>8 Adds 25 minutes to 4:45 (5:10)</td>
<td>3.MD.1</td>
<td>1 pt.</td>
<td>Support: G3 March Data Collector Workout</td>
</tr>
<tr>
<td>9 Calculates elapsed time (Choice 2, 1 hour and 40 minutes)</td>
<td>3.MD.1</td>
<td>1 pt.</td>
<td>Support: G3 March Data Collector Workout</td>
</tr>
<tr>
<td>10 Finds the perimeter of a rectangle (200 inches)</td>
<td>3.MD.8</td>
<td>1 pt.</td>
<td>Support: G3 March Data Collector Workout</td>
</tr>
<tr>
<td>11 Identifies a cylinder</td>
<td>2.G.1</td>
<td>2 pts.</td>
<td>Support: G3 Support Activity 12, G3 Work Places 3A, 3D, 7A</td>
</tr>
<tr>
<td>12 Identifies a triangle as one face of the triangular prism (Choice 1)</td>
<td>2.G.1</td>
<td>1 pt.</td>
<td>Support: G3 Support Activity 12, G3 Work Places 3A, 3D, 7A</td>
</tr>
</tbody>
</table>

**Total Score/Level of Proficiency**

| 16 pts                                                                 |

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* 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)
Number Corner Checkup 4  page 1 of 5

1 Solve these addition problems.

\[
\begin{align*}
6 &+ 6 & \rightarrow & 12 \\
6 &+ 9 & \rightarrow & 15 \\
6 &+ 7 & \rightarrow & 13 \\
8 &+ 8 & \rightarrow & 16 \\
9 &+ 7 & \rightarrow & 16 \\
9 &+ 5 & \rightarrow & 14 \\
8 &+ 3 & \rightarrow & 11 \\
\end{align*}
\]

\[
\begin{align*}
8 &+ 9 & \rightarrow & 17 \\
7 &+ 3 & \rightarrow & 10 \\
8 &+ 6 & \rightarrow & 14 \\
8 &+ 4 & \rightarrow & 12 \\
7 &+ 8 & \rightarrow & 15 \\
7 &+ 7 & \rightarrow & 14 \\
4 &+ 6 & \rightarrow & 10 \\
\end{align*}
\]

\[
\begin{align*}
9 &+ 10 & \rightarrow & 19 \\
5 &+ 7 & \rightarrow & 12 \\
8 &+ 5 & \rightarrow & 13 \\
9 &+ 9 & \rightarrow & 18 \\
9 &+ 3 & \rightarrow & 12 \\
4 &+ 7 & \rightarrow & 11 \\
\end{align*}
\]

2 Solve these subtraction problems.

\[
\begin{align*}
14 &- 7 & \rightarrow & 7 \\
14 &- 10 & \rightarrow & 4 \\
15 &- 10 & \rightarrow & 5 \\
16 &- 8 & \rightarrow & 8 \\
15 &- 8 & \rightarrow & 7 \\
11 &- 8 & \rightarrow & 3 \\
14 &- 8 & \rightarrow & 6 \\
\end{align*}
\]

\[
\begin{align*}
14 &- 9 & \rightarrow & 5 \\
13 &- 3 & \rightarrow & 10 \\
12 &- 8 & \rightarrow & 4 \\
16 &- 9 & \rightarrow & 7 \\
13 &- 7 & \rightarrow & 6 \\
19 &- 9 & \rightarrow & 10 \\
18 &- 10 & \rightarrow & 8 \\
\end{align*}
\]

\[
\begin{align*}
13 &- 5 & \rightarrow & 8 \\
17 &- 9 & \rightarrow & 8 \\
15 &- 6 & \rightarrow & 9 \\
13 &- 8 & \rightarrow & 5 \\
15 &- 9 & \rightarrow & 6 \\
12 &- 7 & \rightarrow & 5 \\
\end{align*}
\]
3 Solve these multiplication problems.

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

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

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

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

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

\[
\begin{array}{ccccccc}
2 & 3 & 1 & 6 & 5 \\
\times 6 & \times 0 & \times 3 & \times 5 & \times 5 \\
\hline
\end{array}
\]
Number Corner Checkup 4  page 3 of 5

Show all your work and explain your thinking for problems 4, 5, 6, and 7.

4  123
   + 88

5  $3.69 + $1.23 =

6  304
   − 187

7  $5.00 − $3.72 =

8  In the spaces below, write the following numbers in order from least to greatest.

2,045  123  254  1,023

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.

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?

18 What time does each clock above show?

a ____________________  c ____________________

b ____________________  d ____________________
Note: Conduct items 1 and 2 as timed tests. Give students 2 minutes for each item. None of the other items need to be timed.

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<th>Points Possible</th>
<th>Support</th>
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<tbody>
<tr>
<td>4</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Grade 3 Work Places 2E, 2G, 2H, 2I, 2K, 5A, 5B, 5D, 5E, 5H G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3 G3 Practice Book, pp 88 89, 90, 92, 99, 101, 107, 123, 126, 137</td>
</tr>
<tr>
<td>5</td>
<td>4.MD.2</td>
<td>2 pts.</td>
<td>G3 Practice Book, pp 88 89, 90, 92, 99, 101, 107, 123, 126, 137</td>
</tr>
<tr>
<td>6</td>
<td>3.NBT.2</td>
<td>2 pts.</td>
<td>Grade 3 Work Places 2E, 2G, 2H, 2I, 2K, 5A, 5B, 5D, 5E, 5H G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3 G3 Practice Book, pp 88 89, 90, 92, 99, 101, 107, 123, 126, 137</td>
</tr>
<tr>
<td>7</td>
<td>4.MD.2</td>
<td>2 pts.</td>
<td>Grade 3 Work Places 2E, 2G, 2H, 2I, 2K, 5A, 5B, 5D, 5E, 5H G3 Supplement Set A3, Multi-Digit Addition &amp; Subtraction, Activities 1–5; Independent Worksheets 1, 2 &amp; 3 G3 Practice Book, pp 88 89, 90, 92, 99, 101, 107, 123, 126, 137</td>
</tr>
<tr>
<td>Task</td>
<td>Score</td>
<td>Description</td>
<td>Support</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8 orders multi-digit numbers (123, 254, 1023, 2045)</td>
<td>2 pts.</td>
<td>2 pts. (half a point for each number placed correctly in the sequence)</td>
<td>Support G3 Supplement Set A4, Place Value, Activity 1 and Independent Worksheets 1–4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Practice Book, pp 3, 19, 23, 97, 131</td>
</tr>
<tr>
<td>9 multiplies $14 \times 6$ and shows work ($84$)</td>
<td>4.NBT.5</td>
<td>2 pts.</td>
<td>Support G3 Supplement Set A7, Multiplication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beyond the Basics, Activity 1 and IWS 1–3</td>
</tr>
<tr>
<td>10 multiplies $5 \times 200$ ($1,000$)</td>
<td>4.NBT.5</td>
<td>2 pts.</td>
<td>G3 Practice Book, pp 121, 122, 124, 127, 138</td>
</tr>
<tr>
<td>11 divides $24 \div 6$ ($4$)</td>
<td>3.OA.7</td>
<td>2 pts.</td>
<td>Support G2 Supplement Set A2, Division, Activity 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Support Activities 16, 17, 18</td>
</tr>
<tr>
<td>12 divides $13 \div 4$ ($3 R1$ or $3 \frac{1}{4}$ or $3.25$)</td>
<td>4.NBT.6</td>
<td>2 pts.</td>
<td>G3 Supplement Set A2, Basic Multiplication &amp; Division, Ind. Worksheets 1, 8</td>
</tr>
<tr>
<td>13 identifies area model for $1/3$ (second choice)</td>
<td>2.G.3</td>
<td>1 pt.</td>
<td>Support G3 Practice Book, pp 10, 103, 105, 109, 111, 114, 125, 133</td>
</tr>
<tr>
<td>14 identifies fraction equivalent to $1/3$ (third choice)</td>
<td>3.NF.3</td>
<td>1 pt.</td>
<td>G3 Work Place 6C</td>
</tr>
<tr>
<td>15 counts money accurately ($11.90)</td>
<td>4.MD.2</td>
<td>1 pt.</td>
<td>Support G2 Supplement Set A6, Money, Act 1 &amp; 2 and Independent Worksheet 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Practice Book, pp 11, 13, G3 Work Place 2F</td>
</tr>
<tr>
<td>16 solves a multi-step money story problem and shows work ($3.40)</td>
<td>4.MD.2</td>
<td>2 pts.</td>
<td>Support G2 Supplement Set A6, Money, Independent Worksheet 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Support Activity 10 G3 Practice Book, pp 18, 26, 32, 98, 129</td>
</tr>
<tr>
<td>17 calculates elapsed time (clock a)</td>
<td>3.MD.1</td>
<td>1 pt.</td>
<td>Support G3 Practice Book, pp 20, 120 G3 Supplement Set A7, Multiplication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beyond the Basics, Ind. Worksheet 2</td>
</tr>
<tr>
<td>18 tells time to the minute ($7:25$, $7:15$, $10:23$, $8:05$)</td>
<td>3.MD.1</td>
<td>4 pts.</td>
<td>Support G2 Supplement Set D5, Telling Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G3 Practice Book, pp 12, 17, 34 G3 Supplement Set D3, Telling Time, Act. 1 and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Independent Worksheets 1 &amp; 2</td>
</tr>
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</table>

**Total Score/Level of Proficiency**

* 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)