# Topics 1-12 Cumulative/Benchmark Assessment Analysis 3rd Grade

Name _____

| CONTENT STANDARDS | ITEM NUMBER |
|---|---|
| 3.OA.A.2- Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. | 1 |
| 3.OA.A.3- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] | 20 |
| 3.OA.C.7- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | 9 |
| 3.OA.D.8- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3] | 4 12 15 25 |
| 3.NBT.A.1- Use place value understanding to round whole numbers to the nearest 10 or 100. | 5 |
| 3.NBT.A.2- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | 2 11 17 23 28 29 |
| 3.NBT.A.3- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. | 19 21 26 30A 30B |
| 3.NF.A.1- Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. | 27 |
| 3.NF.A.2b-Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line. | 13 16 |
| 3.MD.B.3- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. | 3 8 10 |
| 3.MD.B.4- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. | 22 24 |
| 3.MD.C.7b- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | 6 |
| 3.MD.C.7c- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. | 7 |
| 3.G.A.2- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. | 14 18 |

| STANDARDS FOR MATHEMATICAL PRACTICES | ITEM NUMBER |
|---|---|
| MP.2- Reason abstractly and quantitatively. | 2 |
| MP.4- Model with mathematics. | 21 |

[1] See Glossary, Table 2.
[2] Students need not use formal terms for these properties.
[3] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations).

# Class at a Glance with MDIS Correlations

| STUDENT NAME | 1. 3.OA.A.2 **B59** | 2. 3.NBT.A.2, MP.2 **C29** | 3. 3.MD.B.3 **D55** | 4. 3.OA.D.8 **E51** | 5. 3.NBT.A.1 **A45** | 6. 3. MD.C.7b **D21** | 7. 3. MD.C.7c **D69** | 8. 3.MD.B.3 **D46** | 9. 3.OA.C.7 **B57** | 10. 3.MD.B.3 **D47** | 11. 3.NBT.A.2 **C32** | 12. 3.OA.D.8 **E7** | 13. 3.NF.A.2b **A55** | 14. 3.G.A.2 **A52** | 15. 3.OA.D.8 **E3** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| STUDENT NAME | 16. 3.NF.A.2b **A55** | 17. 3.NBT.A.2 **E41** | 18. 3.G.A.2 **A48** | 19. 3.NBT.A.3 **B71** | 20. 3.OA.A.3 **B71** | 21. 3.NBT.A.3,MP.4 **C47** | 22. 3.MD.B.4 **D54** | 23. 3.NBT.A.2 **C34** | 24. 3.MD.B.4 **D54** | 25. 3.OA.D.8 **E51** | 26. 3.NBT.A.3 **B71** | 27. 3.NF.A.1 **A54** | 28. 3.NBT.A.2 **C33** | 29. 3.NBT.A.2 **C35** | 30A. 3.NBT.A.3 **B71** | 30B. 3.NBT.A.3 **E10** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

* Correlation with test item number to standard and MDIS lessons from page 668C in the Teacher's Edition.