Topics 1-4 Cumulative/Benchmark Assessment Analysis 3rd Grade

Name _____

CONTENT STANDARDS	ITEM NUMBER
3.OA.A.1- Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	2 5 12 19 26
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.	4 13 24
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]	1 10 12 14A 14B 15 28
3.OA.A.4- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	1 16 30
3.OA.B.5- Apply properties of operations as strategies to multiply and divide.[2]	7 8 9 20 21 22 25 29
3.OA.B.6- Understand division as an unknown-factor problem.	11 17 18
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]	3 23 27
3.OA.D.9- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	6

STANDARDS FOR MATHEMATICAL PRACTICES	ITEM NUMBER
MP.2- Reason abstractly and quantitatively.	5
MP.3- Construct viable arguments and critique the reasoning of others.	8
MP.4- Model with mathematics.	19
MP.8- Look for and express regularity in repeated reasoning.	22

[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).

See page 2 for “Class at a Glance” correlations* to the Math Diagnostic Intervention System (MDIS) Kit.

Class at a Glance with MDIS Correlations*

STUDENT NAME	1. 3.OA.A.3 & 4 **B44**	2. 3.OA.A.1 **B47**	3. 3.OA.D.8 **B49**	4. 3.OA.A.2 **B55**	5. 3.OA.A.1, MP2 **B51**	6. 3.OA.D.8 **A21, B50-B52**	7. 3.OA.B.5, MP.3 **B50**	8. 3.OA.B.5 **B61**	9. 3.OA.B.5 **B53**	10. 3.OA.A.3 **B44**	11. 3.OA.B.6 **B58**	12. 3.OA.A.3 **B53**	13. 3.OA.A.2 **B60**	14A. 3.OA.A.3 **B46-B49**	14B. 3.OA.A.3 **B46-B49**

STUDENT NAME	15. 3.OA.A.3 **E3**	16. 3.OA.A.4 **B58**	17. 3.OA.B.6 **B57**	18. 3.OA.B.6 **B59-B60**	19. 3.OA.A.1, MP.4 **C47**	20. 3.OA.B.5 **A79**	21. 3.OA.B.5 **B48**	22. 3.OA.B.5, MP.8 **B53**	23. 3.OA.D.8 **B60**	24. 3.OA.A.2 **B60**	25. 3.OA.B.5 **B50**	26. 3.OA.A.1 **B43**	27. 3.OA.D.8 **E51**	28. 3.OA.A.3 **B46**	29. 3.OA.B.5 **B54**

STUDENT NAME	30. 3.OA.A.4 **B57**														

* Correlation with test item number to standard and MDIS lessons from page 234C in the Teacher's Edition.