

# Example Items

## Grade 3

### Mathematics

**Grade 3 Mathematics Example Items** are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

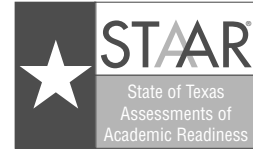
(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of [Assessment.dallasisd.org](http://Assessment.dallasisd.org).

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester  
2018–2019  
Code #: 1031

# STAAR GRADE 3 MATHEMATICS REFERENCE MATERIALS



## LENGTH

### Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

### Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

## VOLUME AND CAPACITY

### Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (fl oz)

### Metric

1 liter (L) = 1,000 milliliters (mL)

## WEIGHT AND MASS

### Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

### Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

## TIME

1 year = 12 months

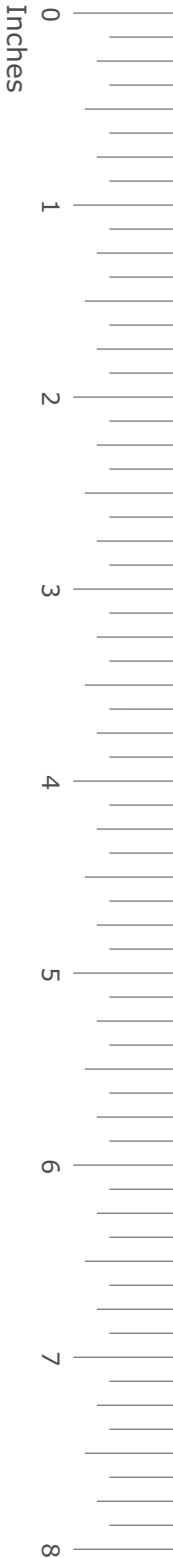
1 year = 52 weeks

1 week = 7 days

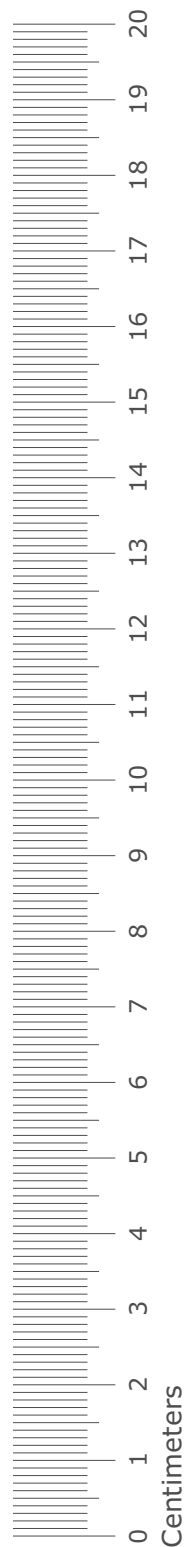
1 day = 24 hours

1 hour = 60 minutes

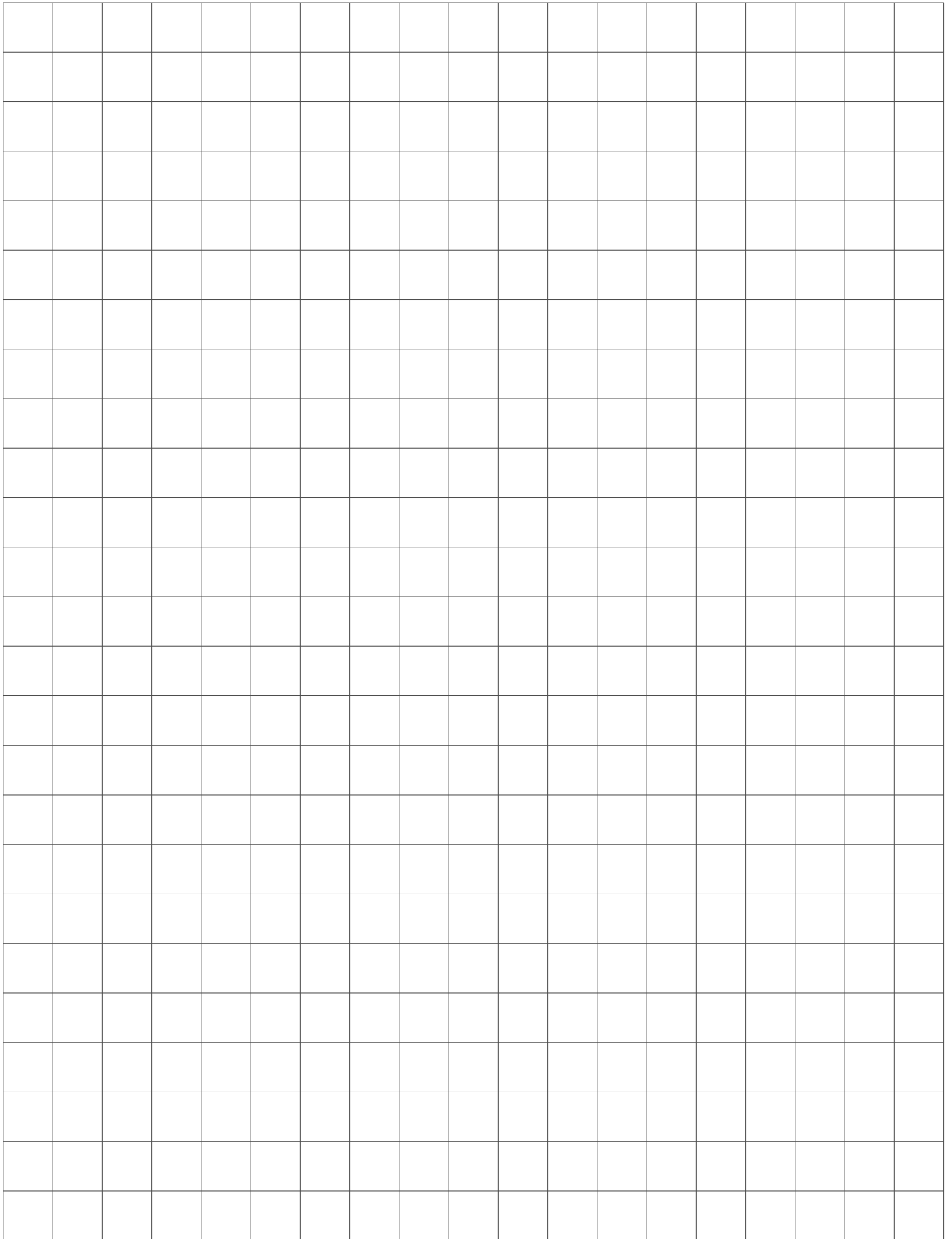
1 minute = 60 seconds

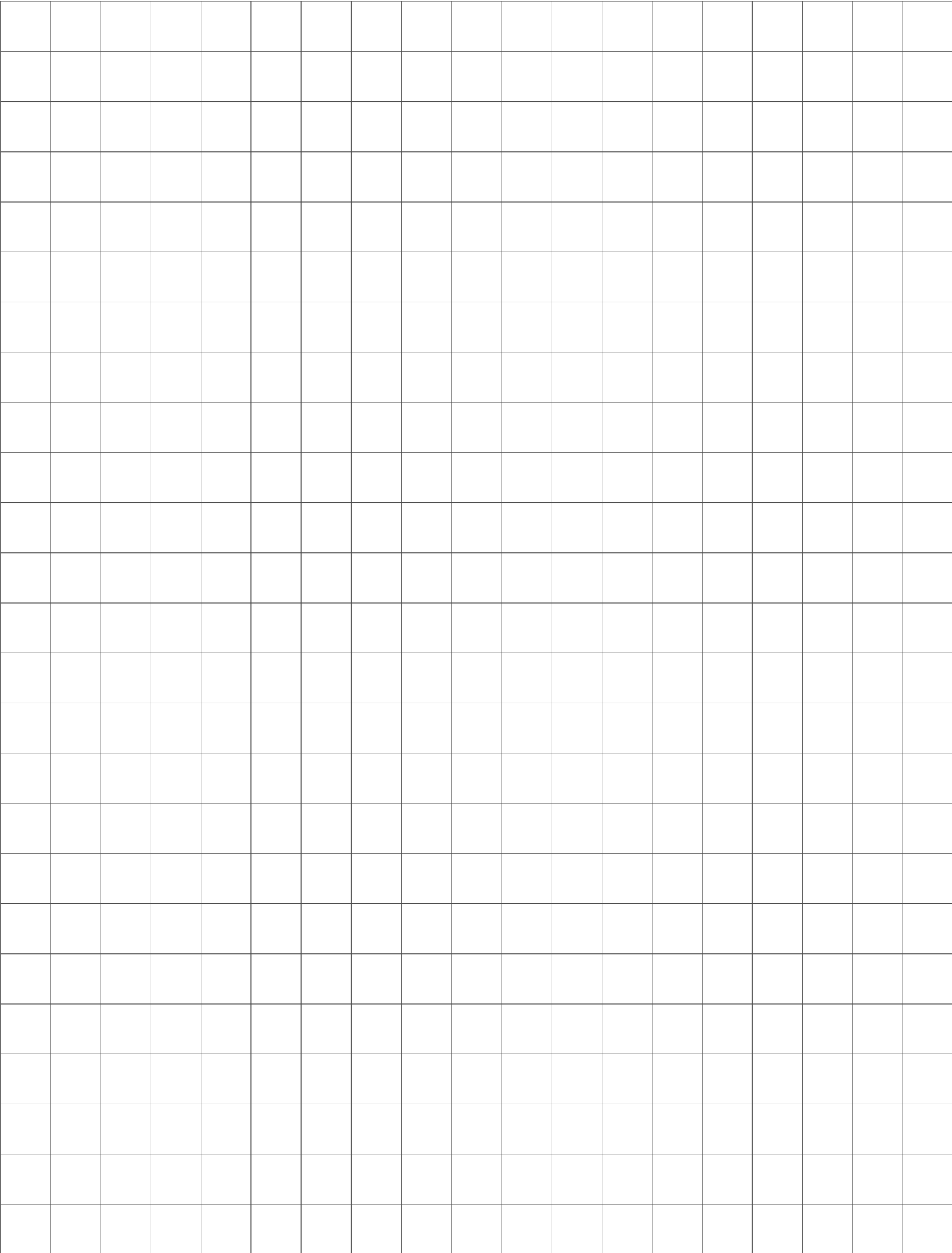


# STAAR GRADE 3 MATHEMATICS REFERENCE MATERIALS



This page shows only  
the metric ruler.



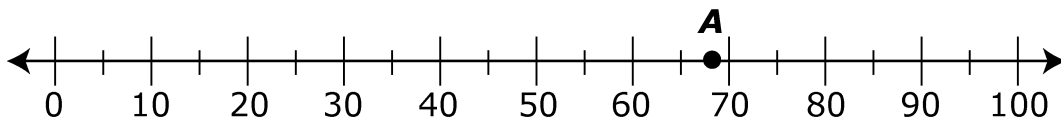


## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 1 The attendance at the first football game this season was 92,450 people. How is the attendance expressed in expanded notation?

- A  $(9 \times 10,000) + (2 \times 1,000) + (45 \times 100)$
- B  $(92 \times 10,000) + (4 \times 100) + (5 \times 10)$
- C  $(9 \times 10,000) + (2 \times 1,000) + (4 \times 100) + (5 \times 10)$
- D  $(9 \times 1,000) + (2 \times 100) + (45 \times 1)$

- 2 Third grade students collected cans of food for an annual food drive. The letter A on the number line represents the number of cans collected.



About how many cans of food did the students collect?

- A 50, because point A is less than halfway between 50 and 70.
  - B 60, because point A is less than halfway between 60 and 70.
  - C 70, because point A is more than halfway between 60 and 70.
  - D 80, because point A is more than halfway between 60 and 80.
- 3 In which empty square does the number 2,684 make the comparison true?

- A  $2,369 < \square < 2,432$
- B  $2,686 > \square > 2,673$
- C  $2,691 < \square < 2,658$
- D  $2,739 > \square > 2,847$

## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 4 A lion weighs 500 pounds, a tiger weighs 670 pounds, and a panther weighs 135 pounds. How much heavier is a lion than a panther?

Record the answer and fill in the bubbles on the grid provided. Be sure to use the correct place value.

|   |   |   |   |
|---|---|---|---|
|   |   |   | . |
| 0 | 0 | 0 |   |
| 1 | 1 | 1 |   |
| 2 | 2 | 2 |   |
| 3 | 3 | 3 |   |
| 4 | 4 | 4 |   |
| 5 | 5 | 5 |   |
| 6 | 6 | 6 |   |
| 7 | 7 | 7 |   |
| 8 | 8 | 8 |   |
| 9 | 9 | 9 |   |

- 5 Iman started with \$214 in her bank account. She put \$143 into her account on Tuesday and then took out \$59 on Friday. What is the amount Iman has in her bank account now?

- A \$416
- B \$357
- C \$308
- D \$298

- 6 Karen and Lin sold cookies for their school's fundraiser. Each box of cookies sells for \$5. Karen sold 25 boxes. Lin sold twice as many boxes of cookies as Karen. How much money did Lin raise for the school?

- A \$105
- B \$125
- C \$210
- D \$250

# EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

7 Hector has 8 coins that total exactly \$1.41. Which set of coins is Hector's?

A



B



C



D





## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

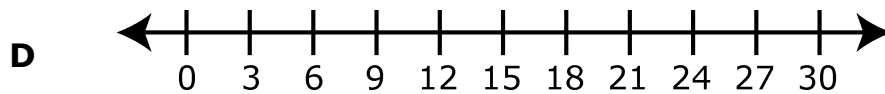
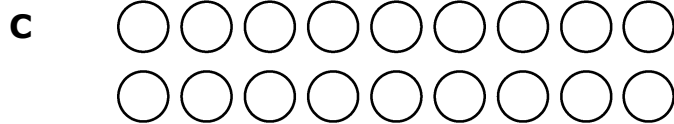
- 8 Cici drew 9 triangles with 3 lines each in art class.

$$9 \times 3 = \square$$

Which method does Cici **NOT** use to find the total number of lines she drew?

A  $9, 18, 27$

B  $9 \times 9 \times 9$



- 9 Carla bought 7 packages of notecards. Each package had 23 notecards. Which problem correctly shows how to find the total number of notecards?

A 
$$\begin{array}{r} 23 \\ \times 7 \\ \hline 21 \\ +140 \\ \hline 161 \end{array}$$

C 
$$\begin{array}{r} 23 \\ \times 7 \\ \hline 10 \\ +140 \\ \hline 150 \end{array}$$

B 
$$\begin{array}{r} 23 \\ \times 7 \\ \hline 21 \\ +14 \\ \hline 35 \end{array}$$

D 
$$\begin{array}{r} 23 \\ \times 7 \\ \hline 10 \\ + 9 \\ \hline 19 \end{array}$$

## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 10 Hillary has a trophy collection arranged in a display case with 6 shelves. She has 48 trophies. There are the same number of trophies on each shelf. Which image represents the trophies on one of Hilary's shelves?



- 11 Theresa bought 6 eggs. The number of eggs Hector bought is represented by the expression  $4 \times 6$ . Which statement is true?

- A Theresa bought 6 times the number of eggs Hector bought.
- B Hector bought 6 times the number of eggs Theresa bought.
- C Theresa bought 4 times the number of eggs Hector bought.
- D Hector bought 4 times the number of eggs Theresa bought.

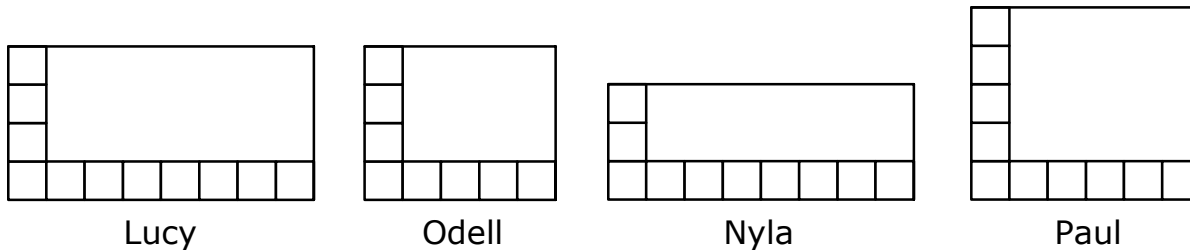
## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 12 What number belongs in the  to make the equation true?

$$17 = \square \div 3$$

- A 51
- B 41
- C 20
- D 14

- 13 Four students were given one rectangle each.



Whose rectangle has the greatest area?

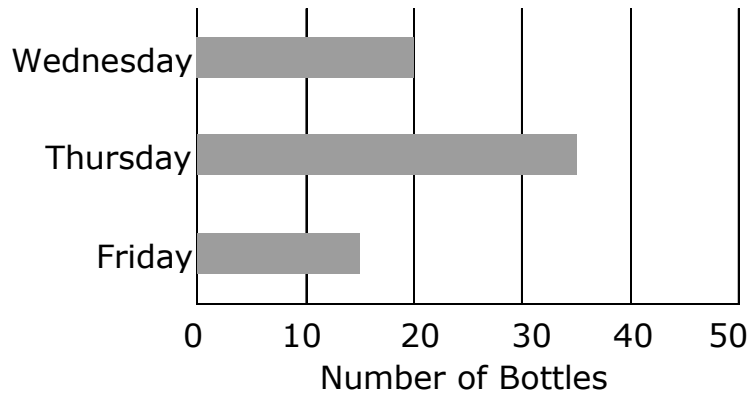
- A Lucy
  - B Odell
  - C Nyla
  - D Paul
- 14 Tori had 321 stickers. She gave 153 stickers to her friends. Tori then bought 216 stickers. Which number sentence is used to find the amount of stickers Tori has now?

- A  $321 + 153 + 216 = \square$
- B  $321 - 153 + 216 = \square$
- C  $321 - 153 - 216 = \square$
- D  $321 + 153 - 216 = \square$

## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 15 Jake sold bottles of water at a water stand. He made a bar graph to show how many bottles he sold.

**Bottles of Water Sold at Jake's Stand**



Which table did Jake use to make his bar graph?

**A**

| Day       | Bottles of Water |
|-----------|------------------|
| Wednesday | 20               |
| Thursday  | 30               |
| Friday    | 10               |

**B**

| Day       | Bottles of Water |
|-----------|------------------|
| Wednesday | 20               |
| Thursday  | 35               |
| Friday    | 15               |

**C**

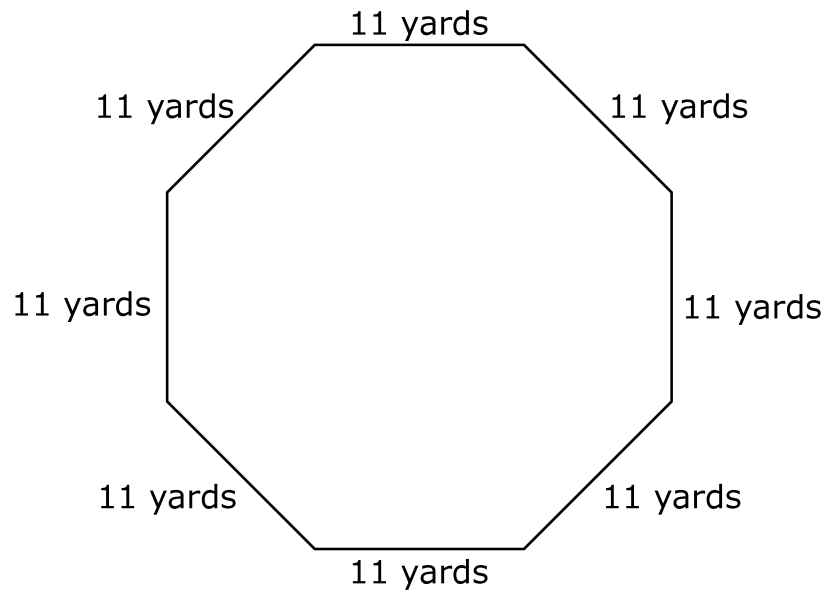
| Day       | Bottles of Water |
|-----------|------------------|
| Wednesday | 20               |
| Thursday  | 33               |
| Friday    | 13               |

**D**

| Day       | Bottles of Water |
|-----------|------------------|
| Wednesday | 20               |
| Thursday  | 25               |
| Friday    | 15               |

## EXAMPLE ITEMS Grade 3 Mathematics, Sem 1

- 16** A city built a fence around their public swimming pool. The fence was constructed in the shape of a regular octagon like the one shown.



What is the perimeter of the fence?

- A** 11 yards
- B** 22 yards
- C** 66 yards
- D** 88 yards

**EXAMPLE ITEMS Grade 3 Mathematics Key, Sem 1**

| <b>Item#</b> | <b>Key</b> | <b>SE</b> | <b>SE Justification</b>  |
|--------------|------------|-----------|--|
| <b>1</b>     | C          | 3.2A      | Decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using expanded notation.  |
| <b>2</b>     | C          | 3.2C      | Represent a number on a number line as being between two consecutive multiples of 10 and use words to describe relative size of numbers in order to round whole numbers.                                     |
| <b>3</b>     | B          | 3.2D      | Compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ .   |
| <b>4</b>     | 365        | 3.4A      | Solve with fluency one-step problems involving subtraction within 1,000 using strategies based on properties of operations.  |
| <b>5</b>     | D          | 3.4A      | Solve with fluency two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. |
| <b>6</b>     | D          | 3.4K      | Solve two-step problems involving multiplication using strategies based on properties of operations; or recall of facts.   |
| <b>7</b>     | B          | 3.4C      | Determine the value of a collection of coins.  |
| <b>8</b>     | B          | 3.4E      | Represent multiplication facts by using a variety of approaches such as repeated addition, arrays, and jumps on a number line.   |
| <b>9</b>     | A          | 3.4G      | Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number.   |
| <b>10</b>    | C          | 3.5B      | Represent and solve one-step division problems within 100 using arrays.  |
| <b>11</b>    | D          | 3.5C      | Describe a multiplication expression as a comparison such as $3 \times 24$ represents 3 times as much as 24.   |
| <b>12</b>    | A          | 3.5D      | Determine the unknown whole number in a division equation relating three whole numbers when the unknown is either a missing factor.  |
| <b>13</b>    | A          | 3.6C      | Determine the area of rectangles with whole number side lengths in problems using related to the number of rows times the number of unit squares in each row.  |
| <b>14</b>    | B          | 3.5A      | Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using equations.   |
| <b>15</b>    | B          | 3.8A      | Summarize a data set with multiple categories using a bar graph with scaled intervals.   |
| <b>16</b>    | D          | 3.7B      | Determine the perimeter of a polygon.  |