

**2023 STAAR Released Blueprint
Grade 3 Spanish Mathematics
Spring, 2023–2024**

Test Code	Year	Form
1032	23	4
Last Revision Date: 08/02/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
1. Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to compose and 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 objects, pictorial models, and numbers, including expanded notation as appropriate.	1	3.2A	R	1	3%
2. Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.	1	3.2B	S	1	3%
3. Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.	1	3.2D	R	2	7%
4. Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	1	3.3F	R	1	3%
5. Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area mode.	1	3.3G	S	1	3%
6. Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	1	3.3H	R	2	7%
7. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to solve with fluency one-step and 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.	2	3.4A	R	2	7%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
8. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.	2	3.4H	S	1	3%
9. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to determine if a number is even or odd using divisibility rules.	1	3.4I	S	1	3%
10. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to determine a quotient using the relationship between multiplication and division.	2	3.4J	S	1	3%
11. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	2	3.4K	R	1	3%
12. Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.	2	3.5A	R	2	7%
13. Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	2	3.5B	R	2	7%
14. Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24.	2	3.5C	S	1	3%
15. Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to represent real-world relationships using number pairs in a table and verbal descriptions.	2	3.5E	R	2	7%
16. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.	3	3.6A	R	2	7%

SE Descriptions		Reporting Category	TEKS/SE	R or S	No. of Items	% of Test	
17. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.		3	3.6C	R	1	3%	
18. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.		3	3.6D	S	1	3%	
19. Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.		3	3.7B	R	1	3%	
20. Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to determine liquid volume (capacity) or weight using appropriate units and tools.		3	3.7E	S	1	3%	
21. Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.		4	3.8A	R	2	7%	
22. Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to list reasons to save and explain the benefit of a savings plan, including for college.		4	3.9E	S	1	3%	
Item Types by Point	1-point questions (MC & TE Items)	23	Total		R	21	70%
	2-point questions (TE Items)	7			S	9	30%
	Total	37			All	30	100%

Note: *R* = Readiness Standard, *S* = Supporting Standard. Percentages are rounded to the nearest whole number.

- Reporting Categories:**
1. Numerical Representations and Relationships
 2. Computations and Algebraic Relationships
 3. Geometry and Measurement
 4. Data Analysis and Personal Financial Literacy

DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice (MC)	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multiple Response (MR)	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice (IC)	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Graphic Gap Match (GGM)	Requires students to drag and drop images into or next to the correct answer box(es).	Drag-&-Drop
Gap Match (GM)	Requires students to drag and drop words, phrases, or numbers into or next to the correct answer box(es).	Drag-&-Drop
Hot Spot (HS)	Requires students to select the correct answer(s) by clicking on one or more “hot spots” or images.	Hot Spot
Graphing Points (GP)	Requires students to plot points on a graph according to given information.	Graphing
Explicit Constructed Response (XCR)	Requires students to type an exact response which is then scored by the system. Answers must match the provided response exactly to be counted as correct.	Text Entry/Equation Editor