

THIRD GRADE MATH ASSESSMENT

for the entire year

Track student progress



3RD GRADE MATH SKILLS

PLACE VALUE, ADDITION, & SUBTRACTION

SKILL	1	2	3	NOTES
1. Round whole numbers to nearest 10 or 100				
2. Fluently add within 1000				
3. Fluently subtract within 1000				

MULTIPLICATION & DIVISION

SKILL	1	2	3	NOTES
1. Understand multiplication as repeated addition				
2. Multiply one-digit numbers by multiples of 10				
3. Find products of whole numbers				
4. Find whole-number quotients				
5. Understand & explain word problems involving multiplication & division				
6. Find the relationship between multiplication & division				
7. Understand division as an unknown-factor problem				

FRACTIONS

SKILL	1	2	3	NOTES
1. Understand a fraction $\frac{1}{b}$ as one part of a whole divided into b equal parts				
2. Represent a fraction on a number line				
3. Compare fractions				

OTHER SKILLS

SKILL	1	2	3	NOTES
1. Apply knowledge of place value				
2. Understand word problems				
3. Understand division problems				

$$\frac{1}{5}$$

$$\frac{1}{4}$$

$$\frac{1}{12}$$

$$\frac{3}{4}$$

$$\frac{1}{10}$$

$$\frac{1}{2}$$

Math Assessment Options Grade 3

**Thirumalaisamy P.
Velavancorresponding**



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Resources in Education ,1995-10 **Strategies for Building Academic Vocabulary in Mathematics** Christine Dugan,2010-02-01 Boost students mathematics vocabulary with easy to implement effective strategies Sample lessons using each strategy are included for grade spans 1 2 3 5 and 6 8 using vocabulary words from standards based content specific units of study Each strategy also includes suggestions for differentiating instruction Each notebook includes 25 research based strategies differentiation suggestions for each strategy assessment strategies sample word lists including both specialized content and general academic words and parent letters in both English and Spanish Also included is a Teacher Resource CD with PDFs of resource pages word lists assessment pages and parent letters **Everyday Mathematics** Jean F. Bell,University of Chicago. School Mathematics Project,2007 The core of the Everyday Mathematics program for Grades 1 6 the Teacher s Lesson Guide provides teachers with easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips as well as multilevel differentiation strategies to support all learners **Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5** University of Chicago. School Mathematics Project,2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 4 Edm,University of Chicago. School Mathematics Project,2008 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support **Assessment Alternatives in Mathematics** Jean Kerr Stenmark,EQUALS.,1989 This is a review of methods to assess students real mathematics achievement including looking at students completed tasks or products portfolios writing investigations and open ended quesitons and at students performance or how they are working through observations interviews and questions It also discusses student self assessment gives sample problems and raises issues that need to be considered Publisher s description **Elementary and Middle School Mathematics** John A. Van de Walle,2007 This leading K 8 math methods book has the most coverage of the NCTM standards the strongest coverage of middle school mathematics and the highest student approval of any math methods book currently available Elementary and Middle School Mathematics provides an unparalleled depth of ideas and discussion to help readers develop a real understanding of the mathematics they teach John Van de Walle one of the foremost experts on how children learn mathematics finds that 80 percent of the students who purchase this book keep it for reference when they begin their professional teaching careers This book reflects the NCTM Principles and Standards and the benefits of constructivist or student centered mathematics instruction Improvements for the sixth edition include sections on planning for a diverse

classroom and a completely new section addressing planning in a classroom where there are English language learners

Teaching Students in Inclusive Settings Judy W. Wood, 2006 For courses in Inclusion and Mainstreaming From the first author to address strategies for special needs populations served in general classrooms comes the fifth edition for teaching all children This text now includes detailed but practical information regarding special populations including gifted culturally or linguistically diverse students and students from a culture of poverty A research based problem solving model and intervention checklist provides a unique method for selecting appropriate interventions for those students The text provides interventions for the learning environment teaching environment and for assessment evaluation and grading The accommodations are developed for educational planning in standard based educational systems This is a unique text for today s direction of instructional planning and evaluation

Teaching Children Mathematics ,2003 *No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005* Patrick J. McGuinn, 2006 Education is intimately connected to many of the most important and contentious questions confronting American society from race to jobs to taxes and the competitive pressures of the global economy have only enhanced its significance Elementary and secondary schooling has long been the province of state and local governments but when George W Bush signed into law the No Child Left Behind Act in 2002 it signaled an unprecedented expansion of the federal role in public education This book provides the first balanced in depth analysis of how No Child Left Behind NCLB became law Patrick McGuinn a political scientist with hands on experience in secondary education explains how this happened despite the country s long history of decentralized school governance and the longstanding opposition of both liberals and conservatives to an active reform oriented federal role in schools His book provides the essential political context for understanding NCLB the controversies surrounding its implementation and forthcoming debates over its reauthorization how the struggle to define the federal role in school reform took center stage in debates over the appropriate role of the government in promoting opportunity and social welfare He places the evolution of the federal role in schools within the context of broader institutional ideological and political changes that have swept the nation since the 1965 Elementary and Secondary Education Act chronicles the concerns raised by the 1983 report A Nation at Risk and shows how education became a major campaign issue for both parties in the 1990s McGuinn argues that the emergence of swing issues such as education can facilitate major policy change even as they influence the direction of wider political debates and partisan conflict McGuinn traces the Republican shift from seeking to eliminate the U S Department of Education to embracing federal leadership in school reform then details the negotiations over NCLB the forces that shaped its final provisions and the ways in which the law constitutes a new federal education policy regime against which states have now begun to rebel and that only by understanding the unique dynamics of national education politics will reformers be able to craft a more effective national role in school reform

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Study of the Piggyback Option of the Minnesota State Assessment Program ,1983 *Mathematics Methods for the Elementary and Middle School* Mary M. Hatfield,1993 Helping Children Learn Mathematics Robert E. Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,2008-12-15 The ninth edition of this best selling elementary math methods textbook continues the rich history of this book with a dash of new breath and a new contemporary design It has been updated to reflect current recommendations readings and practices while maintaining the characteristics and features that have made it a popular choice of instructors This new edition remains an invaluable text for students who are being introduced to teaching elementary mathematics In addition its depth also makes it appropriate for teachers to use as they continue to learn about teaching mathematics Publsiher s website *Minnesota Statutes* Minnesota,2012 **DIGEST OF EDUCATION STATISTICS 1988** ,1988 **Digest of Education Statistics** ,1988 Contains information on a variety of subjects within the field of education statistics including the number of schools and colleges enrollments teachers graduates educational attainment finances Federal funds for education libraries international education and research and development

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