

MORGAN HILL, MATH Benchmark Assessments, 2010-2011, 3rd Grade

Order	Standard	Description	CST ?s	Y Asses
1	NS1.1	Count, read, and write whole numbers to 10,000.	0.5	
2	NS1.2	Compare and order whole numbers to 10,000.	1	
3	NS1.3	Identify the place value for each digit in numbers to 10,000.	3	Y
4	NS1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	0.5	
5	NS1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	3	Y
6	NS2.1	Find the sum or difference of two whole numbers between 0 and 10,000.	4	Y
7	NS2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.	0	
8	NS2.3	Use the inverse relationship of multiplication and division to compute and check results.	3	Y
9	NS2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).	5	Y
10	NS2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).	1	
11	NS2.6	Understand the special properties of 0 and 1 in multiplication and division.	1	
12	NS2.7	Determine the unit cost when given the total cost and number of units.	1	
13	NS2.8	Solve problems that require two or more of the skills mentioned above.	1	
14	NS3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $1/2$ of a pizza is the same amount as $2/4$ of another pizza that is the same size; show that $3/8$ is larger than $1/4$).	1	
15	NS3.2	Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$).	2	
16	NS3.3	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	4	Y
17	NS3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $1/2$ of a dollar, 75 cents is $3/4$ of a dollar).	1	
18	AF1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	4	Y
19	AF1.2	Solve problems involving numeric equations or inequalities.	1	
20	AF1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \underline{\quad} 3 = 12$, what operational symbol goes in the blank?).	1	
21	AF1.4	Express simple unit conversions in symbolic form (e.g., $\underline{\quad}$ inches = $\underline{\quad}$ feet $\times 12$).	1	
22	AF1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).	1	
23	AF2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	3	Y
24	AF2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	1	
25	MG1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	1	
26	MG1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	3	Y
27	MG1.3	Find the perimeter of a polygon with integer sides.	3	Y

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28	MG1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	1	
29	MG2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	2	Y
30	MG2.2	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	2	
31	MG2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	2	
32	MG2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	0.66	
33	MG2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).	0.66	
34	MG2.6	Identify common solid objects that are the components needed to make a more complex solid object.	0.66	
35	SDAP1.1	Identify whether common events are certain, likely, unlikely, or improbable.	1	
36	SDAP1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	2	Y
37	SDAP1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	2	
38	SDAP1.4	Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	0	