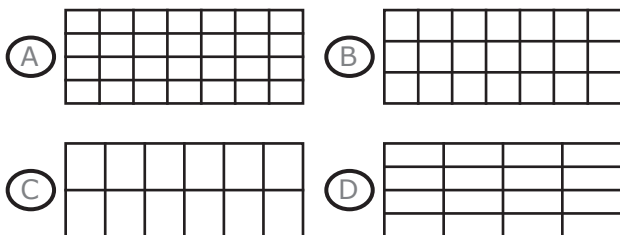


Read the question. Fill in the bubble for the answer.

1. Oliver drew a model to represent 4×7 . Which of the following models did Mason draw?



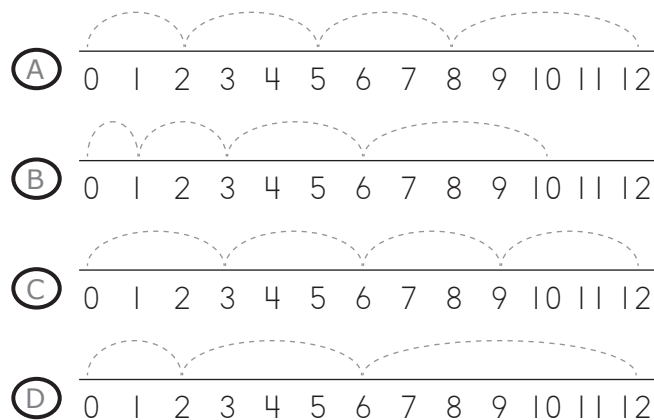
2. A box of crackers has 6 packets. There are 8 crackers in each packet. How many crackers are in the box?



3. Mr. Rivera buys 9 packs of dog bones. There are 5 dog bones in each pack. How many dog bones does he buy in all?

- (A) 50
(B) 54
(C) 40
(D) 45

4. Which number line shows multiplication?

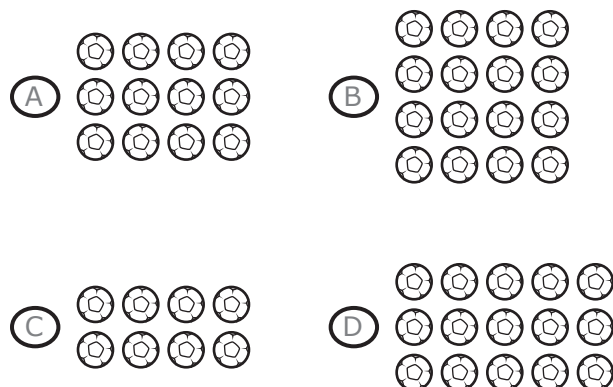


5. Which number goes in the blank to make this number sentence true?

$$3 + 3 + 3 + 3 = \underline{\quad} \times 3$$

- (A) 9 (B) 5 (C) 3 (D) 4

6. Which array models 3×5 ?



Use properties. Write the answer.

24.

$$8 \times 5 = 5 \times x \quad x = \underline{\quad}$$

25.

$$2 \times (4 \times 3) = (x \times 4) \times 3 \quad x = \underline{\quad}$$

26.

$$9 \times 1 = x \quad x = \underline{\quad}$$

27.

$$6 \times x = 0 \quad x = \underline{\quad}$$

28.

$$x \times 7 = 7 \quad x = \underline{\quad}$$

29.

$$x \times 5 = (3 \times 5) + (3 \times 5) \quad x = \underline{\quad}$$

Introduction**Standards-Based Proficiency Test**

This booklet for the TouchMath Standards-Based Proficiency Test for Third Grade includes the description, directions, accommodations, suggested time; instructional plan; proficiency record sheets, comprehensive answer keys, and the Common Core State Standards. The Standards-Based Placement Test for Third Grade is designed for end-of-year assessment of the standards and content presented throughout the year.

Description

This booklet accompanies the student booklets for the Third Grade Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., 3.OA.1) is included in the center of the footer for easy reference. The Standards for Application to Students with Disabilities require that instruction must incorporate supports and accommodations for students to fully demonstrate their knowledge and skills.

An individual proficiency record sheet and a class proficiency record sheet of the test performance are provided on pages 4 and 5.

Directions

The test sheet-by-test sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.


The following presentation is used:

Materials

Materials needed to complete the test sheet. (Additional materials are included for administering the test with accommodations.)

- ◆ Directions for the teacher before administering the test sheet. [Indicates directions not included on the test sheets.]

 Directions to be read to the students

 Directions for accommodations

Accommodations

Multiple formats are included to allow all students to demonstrate their knowledge and skills. The formats include combinations of the following:

1. Multiple choice
2. Color
3. Draw
4. Match
5. Measure
6. Compare
7. Write (an answer, a number sentence, and a story)
8. Use models, charts, grids, number lines, diagrams, graphs, line plots, and shapes

Additional materials needed for administering the accommodations:

1. Multiplication facts tables and flashcards
2. Graph paper
3. Place value charts
4. Fraction models (rectangles and circles)
5. Blank number lines
6. Yardsticks
7. Measuring cup
8. Pre-cut circles and triangles
9. Demonstration clock

Additional supports encourage all students to function at their level in the C-R-A sequence. Use any combination of the following suggestions:

1. Respond to verbal cues
2. Use TouchPoints, skip counting, and cues
3. Use multisensory actions: touch, say, count
4. Tell a story
5. Take the test with reduced visual distraction

Suggested Time

As a general guideline, one or two test sheets should be administered at one time. The amount of time should be no more than 20 minutes per session. The test for each standard should be administered immediately following the standard presented for instruction.

It is not sound practice to assess too much at one time. If the test is used as identification of needed intervention before taking high-stakes tests, limit the number of standards tested at a given time.

Student Name:

Page	Operations and Algebraic Thinking	Correct/Prob.	Comments
1	3.OA.1 (interpret products)	6	
2	3.OA.2 (interpret quotients)	6	
3	3.OA.3 (word problems)	5	
4	3.OA.4 (unknowns)	6	
5	3.OA.5 (properties)	6	
6	3.OA.6 (unknown factor)	6	
7	3.OA.7 (multiplication facts)	19	
8	3.OA.7 (division facts)	19	
9	3.OA.7 (multiply and divide)	19	
10	3.OA.8 (word problems)	4	
11	3.OA.9 (patterns in multiplication)	4	
Page	Number and Operations in Base Ten	Correct/Prob.	Comments
12	3.NBT.1 (rounding)	12	
13	3.NBT.2 (add/subtract with TouchPoints)	6	
14	3.NBT.2 (add/subtract)	6	
15	3.NBT.3 (multiply by 10)	6	
Page	Number and Operations – Fractions	Correct/Prob.	Comments
16	3.NF.1 (identify fractions)	6	
17	3.NF.2 (fractions on number lines)	6	
18	3.NF.3 (equivalent fractions)	10	
19	3.NF.3 (generate equivalent fractions)	5	
20	3.NF.3 (compare fractions)	6	
21	3.NF.3 (compare fractions)	8	
Page	Measurement and Data	Correct/Prob.	Comments
22	3.MD.1 (time)	6	
23	3.MD.1 (word problems)	4	
24	3.MD.2 (measure liquids: metric)	5	
25	3.MD.2 (measure mass: standard)	5	
26	3.MD.3 (picture graphs)	6	
27	3.MD.3 (bar graphs)	6	
28	3.MD.4 (line plots)	4	
29	3.MD.5 (measure area: count squares)	3	
30	3.MD.6 (area)	4	
31	3.MD.7 (area: multiplication)	4	
32	3.MD.7 (area: represent)	3	
33	3.MD.7 (area: additive)	6	
34	3.MD.8 (word problems)	4	
Page	Geometry	Correct/Prob.	Comments
35	3.G.1 (2-D shapes)	6	
36	3.G.1 (create shapes)	4	
37	3.G.2 (fractions in shapes)	8	

3.OA.1 Test sheet 1

Materials

- Pencils
- ◆ Read the sheet directions with the students.
 - 🗨 Read the question.
 - ▼ Fill in the bubble for the answer.

1

Read the question. Fill in the bubble for the answer.

1. Oliver drew a model to represent 4×7 . Which of the following models did Mason draw?

2. A box of crackers has 6 packets. There are 8 crackers in each packet. How many crackers are in the box?

Ⓐ 40 Ⓑ 48
Ⓒ 45 Ⓓ 44

3. Mr. Rivera buys 9 packs of dog bones. There are 5 dog bones in each pack. How many dog bones does he buy in all?

Ⓐ 50 Ⓑ 54
Ⓒ 40 Ⓓ 45

4. Which number line shows multiplication?

5. Which number goes in the blank to make this number sentence true?

$$3 + 3 + 3 + 3 = \underline{\quad} \times 3$$

Ⓐ 9 Ⓑ 5 Ⓒ 3 Ⓓ 4

6. Which array models 3×5 ?

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- 123 Accommodation
 Read the word problems.
 Eliminate the multiple choices.
 Change the question.
 Ask the students to draw a picture to go with the problem.

3.OA.2 Test sheet 2

Materials

- Pencils
- Multiplication facts table (accommodation)
- ◆ Read the directions for each section with the students.
 - 🗨 Problems 7 and 8:
 - ▼ Write a story and [write a division] number sentence using the group of objects.
 - Problems 9-12:
 - ▼ Use [Write] the numbers to complete the story.
 - ▼ [Read the story aloud.]

2

Write a story and number sentence using the group of objects.

7.

Answers will vary.

8.

Answers will vary.

Use the numbers to complete the story.

9. 9 4 36
 There are 36 lightning bugs.

Fay puts 9 in each jar.
 How many jars? 4

10. 6 5 30
 The zoo has 30 swans.
 There are 6 in each lake.
 How many lakes? 5

11. 8 3 24
 Elijah has 24 trophies.
 He puts 8 on each shelf.
 How many shelves? 3

12. 7 7 49
 Mia has 49 stuffed animals.
 She puts 7 in each basket.
 How many baskets? 7

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- 123 Accommodation
 Read the word problem.
 Provide multiplication facts table. Model using the table.

3.OA.5

Test sheet 5

Materials

- Pencils

◆ Read the sheet directions with the students.

- 🗨 Use properties.
 - ▼ Write the answer.

5

Use properties. Write the answer.

24. $8 \times 5 = 5 \times x$ $x = \underline{8}$

25. $2 \times (4 \times 3) = (x \times 4) \times 3$ $x = \underline{2}$

26. $9 \times 1 = x$ $x = \underline{9}$

27. $6 \times x = 0$ $x = \underline{0}$

28. $x \times 7 = 7$ $x = \underline{1}$

29. $x \times 5 = (3 \times 5) + (3 \times 5)$ $x = \underline{6}$

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- 123 **Accommodation**
Show only one row at a time.
Give the test orally.
Replace x with *what number*.

3.OA.6

Test sheet 6

Materials

- Pencils

◆ Read the sheet directions with the students.

- 🗨 Find the unknown.
 - ▼ Write the multiplication or division number sentence [to check].

6

Find the unknown. Write the multiplication or division number sentence.

30. If $7x = 49$, then $x = \underline{7}$. $\underline{7} \times \underline{7} = 49$

31. If $4 \overline{) 32}$, then $x = \underline{32}$. $\underline{32} \div \underline{4} = \underline{8}$

32. If $5x = 45$, then $x = \underline{9}$. $\underline{5} \times \underline{9} = 45$

33. If $42 \div x = 7$, then $x = \underline{6}$. $\underline{42} \div \underline{6} = \underline{7}$

34. If $9x = 81$, then $x = \underline{9}$. $\underline{9} \times \underline{9} = 81$

35. If $8 \overline{) 0}$, then $x = \underline{0}$. $\underline{0} \div \underline{8} = \underline{0}$

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- 123 **Accommodation**
Show only one row at a time.
Give the test orally.
Eliminate the *if/then* statements.
Replace x with *what number*.