



3

# Common Core State Standards

**Third Grade Assessments**

**Grade 3**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

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# Common Core State Standards

English Assessments

Grade 3

- **Math Standards**
- **English Standards**

Worksheets and Activities  
that teach every standard!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Determine the main idea of an informational text you choose. Recount the key details and explain how they support the main idea.

# Assessment

Text: \_\_\_\_\_  
Author: \_\_\_\_\_

**Main Idea**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Key Detail**

\_\_\_\_\_  
\_\_\_\_\_

**Key Detail**

\_\_\_\_\_  
\_\_\_\_\_

**Key Detail**

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Choose an informational text to read on a particular topic. What is the author's point-of-view? What is your point-of-view? Tell the major similarity and difference between both points-of-view.

# Assessment

Text: \_\_\_\_\_

Topic: \_\_\_\_\_

Author: \_\_\_\_\_

## Author's Point of View on Topic

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## My Point of View on Topic

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## Major Similarity

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## Major Difference

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the clues below to decipher a word based on the meaning and the suffix. Figure out the word or words that fit the clues.

## Assessment A

WORD	AFFIX	MEANING
	<b>-less</b>	<b>does not cease</b>
	<b>mis-</b>	<b>to understand incorrectly</b>
	<b>-ly</b>	<b>done without noise</b>
	<b>-less</b>	<b>has no use</b>
	<b>un-</b>	<b>not safe</b>
	<b>-er</b>	<b>has more speed</b>
	<b>re-</b>	<b>construct again</b>
	<b>pre-</b>	<b>to purchase in advance</b>

Directions: Read the words below. Figure out the suffix in each one. Then write a meaning in your own words.

WORD	SUFFIX	MEANING
<b>digestible</b>		
<b>frailty</b>		
<b>information</b>		
<b>flexible</b>		
<b>amazement</b>		
<b>similarity</b>		
<b>humidify</b>		
<b>likable</b>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the multi-syllable words below aloud to a partner. Write the number of syllables in the column next to the word. If you read the word correctly, color the star. What do you think the word means? How do you know? Discuss.

## Assessment B

<i>Multi-syllable Word</i>	<i>Syllable Count</i>	<i>Read Right?</i>	<i>Multi-syllable Word</i>	<i>Syllable Count</i>	<i>Read Right?</i>
<b>fortitude</b>		★	<b>enticing</b>		★
<b>posture</b>		★	<b>irritability</b>		★
<b>multiplication</b>		★	<b>prehistoric</b>		★
<b>environment</b>		★	<b>indistinguishable</b>		★
<b>supercilious</b>		★	<b>superficiality</b>		★

Read the irregularly-spelled words below aloud to a partner. If you read the word correctly, color the star. What do you think the word means? How do you know? Discuss.

<i>irregularly-spelled word</i>		<i>irregularly-spelled word</i>	
<b>bologna</b>	★	<b>could</b>	★
<b>circuit</b>	★	<b>height</b>	★
<b>enough</b>	★	<b>knee</b>	★
<b>friends</b>	★	<b>journey</b>	★
<b>country</b>	★	<b>father</b>	★

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Use this checklist to record what digital skills you are able to perform.

## Assessment

Digital Skill	Date	Success
I can use a mouse well. (double-click; move cursor to desired place; scroll if available.)		
I know where all common characters are on the keyboard.		
I know how to use the space bar; back space; delete; and return.		
I can open and close different programs.		
I can change the font and size of the font.		
I can add a graphic to a document.		
I can drag and drop an item.		
I can copy/paste an item.		
I can save a file.		
I can print work.		
I can create a Powerpoint Presentation.		
I can locate information on the Internet.		
I can send an email.		
I can attach a file to an email.		











**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Engage effectively in a range of collaborative discussions. Use this organizer to take notes of others' ideas, build upon them, and express your own clearly.

## Assessment

I came to the discussion prepared.		I asked meaningful questions.	
I was respectful of others' ideas.		I stayed on topic.	
I listened when others talked.		I offered ideas and suggestions.	
I responded when I was asked a question.		I gained the floor in a respectful way.	

**What others are saying...**

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**My thoughts...**

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**What I learned from this discussion...**

---



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the tasks below. Explain each task aloud to a classmate or teacher. Be sure to speak in complete sentences and provide detail. Have your partner rate your use of complete, detailed sentences.

## Assessment A

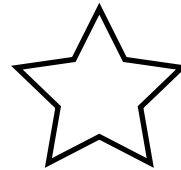
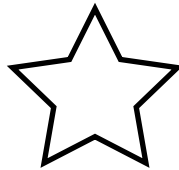
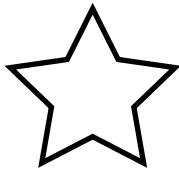
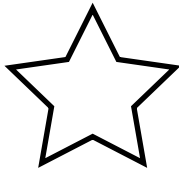
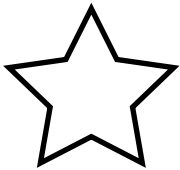


Rate 1-5 stars.

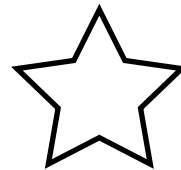
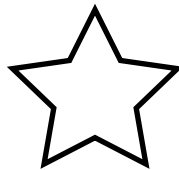
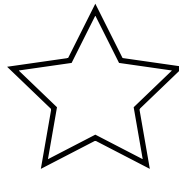
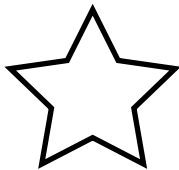
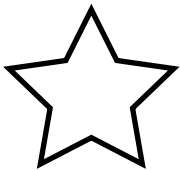
1 Star = Few complete sentences and not much detail.

5 stars = All complete sentences and lots of relevant detail.

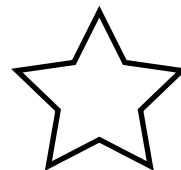
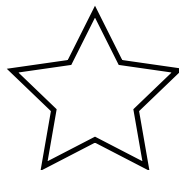
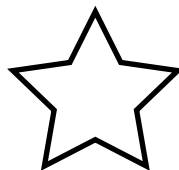
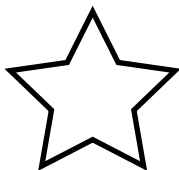
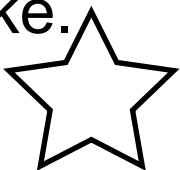
Task 1: Explain how to give a dog a bath.



Task 2: Explain the difference between a caterpillar and a worm.



Task 3: Explain why it is important to obey road safety rules when walking, or riding a bike.





# 3

# Common Core State Standards

**Math Assessments**

**Grade 3**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Solve the multiplication problems. You may use drawings and equations to show your work.

## Assessment A

Clive placed 12 boxes on the ground. He threw bouncy balls into the boxes. Each box had 5 bouncy balls. How many bouncy balls were there all together?

\_\_\_\_\_ bouncy balls

For the class play, Mrs. Potter had us place the seats into 9 rows. Each row had 8 seats. How many seats were there in all?

\_\_\_\_\_ seats

My brother built some towers yesterday with his blocks. He built 7 tall towers. Each tower had 14 blocks. How many blocks did my brother use?

\_\_\_\_\_ blocks

Grandma planted some flowers in her garden. She planted 4 types of flowers. Each type of flower was in its own pot. Each pot had 12 flowers. How many flowers did Grandma plant?

\_\_\_\_\_ flowers

I collect spiders. Right now I have 11 spiders in a jar. How many legs are there?

\_\_\_\_\_ spider legs

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the equations below. What missing number makes each equation true? Write the missing numbers into the equations.

## Assessment

1.

$$24 \div \square = 8$$

6.

$$13 \times 3 = \square$$

2.

$$12 \times 3 = \square$$

7.

$$72 \div \square = 6$$

3.

$$55 \div 5 = \square$$

8.

$$\square \times 7 = 35$$

4.

$$4 \times \square = 28$$

9.

$$81 \div 9 = \square$$

5.

$$\square \div 6 = 8$$

10.

$$9 \times 7 = \square$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Look for the patterns in the addition/subtraction IN/OUT boxes below. Complete each box by following the pattern. Write the rule for each IN/OUT box.

## Assessment A

1.

	in	out
rule	9	19
<input type="text"/>	6	16
	17	
	20	
	38	

2.

	in	out
rule	30	45
<input type="text"/>	52	67
		82
	29	
		86

3.

	in	out
rule	22	19
<input type="text"/>	43	40
	68	
	55	
	97	

4.

	in	out
rule	77	65
<input type="text"/>	36	24
		52
	88	
		12

5.

	in	out
rule	38	
<input type="text"/>		76
	45	65
		24
	40	

6.

	in	out
rule	56	
<input type="text"/>	78	
		42
	32	16
		0

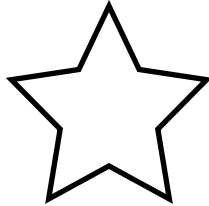
Name: \_\_\_\_\_

Date: \_\_\_\_\_

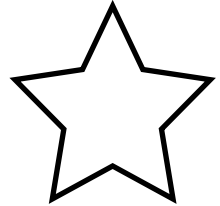
Directions: Fluently add and subtract within 1000. Solve the problems below. Use a calculator or have someone else check your work when you have completed all of the problems. Color a star for each correct answer.

## Assessment

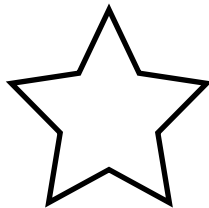
1. 
$$\begin{array}{r} 329 \\ + 611 \\ \hline \end{array}$$



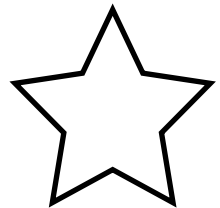
6. 
$$\begin{array}{r} 832 \\ + 100 \\ \hline \end{array}$$



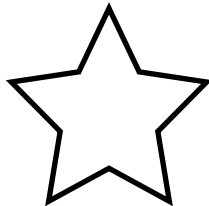
2. 
$$\begin{array}{r} 456 \\ - 244 \\ \hline \end{array}$$



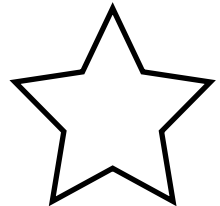
7. 
$$\begin{array}{r} 925 \\ - 741 \\ \hline \end{array}$$



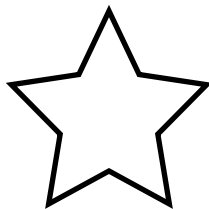
3. 
$$\begin{array}{r} 626 \\ + 155 \\ \hline \end{array}$$



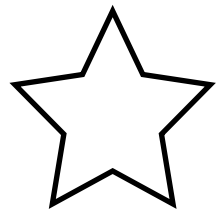
8. 
$$\begin{array}{r} 756 \\ + 121 \\ \hline \end{array}$$



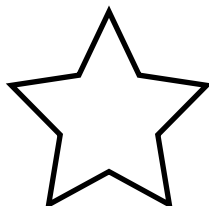
4. 
$$\begin{array}{r} 433 \\ - 330 \\ \hline \end{array}$$



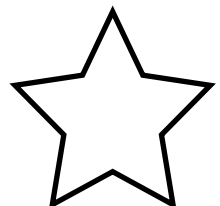
9. 
$$\begin{array}{r} 781 \\ - 233 \\ \hline \end{array}$$



5. 
$$\begin{array}{r} 192 \\ + 580 \\ \hline \end{array}$$



10. 
$$\begin{array}{r} 580 \\ + 217 \\ \hline \end{array}$$

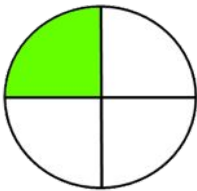


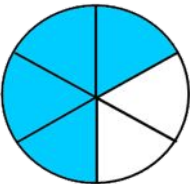
Name: \_\_\_\_\_

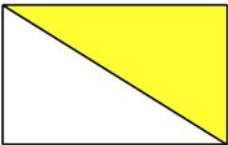
Date: \_\_\_\_\_

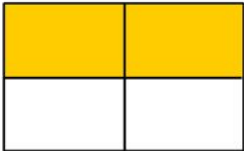
Directions: The shapes below have been divided into equal parts. Write the fraction that represents the shaded part of the whole shape.

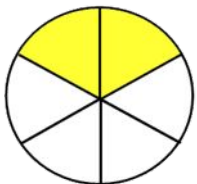
## Assessment

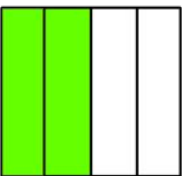
1. 

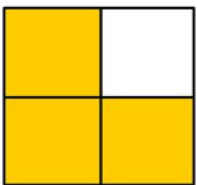
6. 

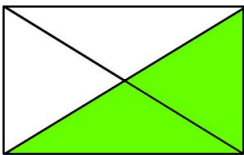
2. 

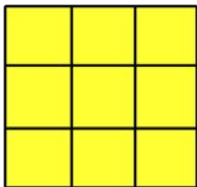
7. 

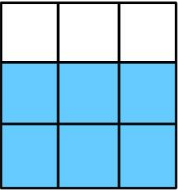
3. 

8. 

4. 

9. 

5. 

10. 



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Compare the fractions below. Write  $<$ ,  $>$ , or  $=$  to compare, knowing that each fraction compared below refers to the same whole.

## Assessment D

1.

$$\frac{5}{6} \quad \square \quad \frac{10}{12}$$

6.

$$\frac{4}{16} \quad \square \quad \frac{2}{4}$$

2.

$$\frac{8}{36} \quad \square \quad \frac{4}{18}$$

7.

$$\frac{2}{6} \quad \square \quad \frac{1}{3}$$

3.

$$\frac{3}{5} \quad \square \quad \frac{3}{9}$$

8.

$$\frac{4}{8} \quad \square \quad \frac{20}{40}$$

4.

$$\frac{1}{8} \quad \square \quad \frac{1}{6}$$

9.

$$\frac{5}{20} \quad \square \quad \frac{3}{4}$$

5.

$$\frac{6}{12} \quad \square \quad \frac{4}{12}$$

10.

$$\frac{6}{9} \quad \square \quad \frac{3}{5}$$



# 3

# Common Core State Standards

**Progress Reports**

## Grade 3

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

NAME: \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.3.1	/ 6
RL.3.2 1 & 2	/ 6
RL.3.3	/ 8
RL.3.4	/ 10
RL.3.5	/ 5
RL.3.6	/ 8
RL.3.7	/ 6
RL.3.9	/ 8
RL.3.10	/ 6

Standard	Grade
RI.3.1	/ 6
RI.3.2	/ 8
RI.3.3	/ 6
RI.3.4	/ 6
RI.3.5	/ 8
RI.3.6	/ 8
RI.3.7	/ 8
RI.3.8	/ 6
RI.3.9	/ 8
RI.3.10	/ 6

Standard	Grade
RF.3.3 A	/ 24
RF.3.3 B	/ 30
RF.3.4	/ 5

Standard	Grade
W.3.1 1,2,3	/ 20
W.3.2 1,2,3	/ 20
W.3.3 1,2,3	/ 20
W.3.4 1 & 2	/ 10
W.3.5	/ 10
W.3.6	/ 14
W.3.7	/ 6
W.3.8 1 & 2	/ 10
W.3.10	/ 15

Standard	Grade
SL.3.1	/ 14
SL.3.2	/ 10
SL.3.3	/ 9
SL.3.4	/ 10
SL.3.5	/ 6
SL.3.6 A	/ 15
SL.3.6 B	/ 15

Standard	Grade
L.3.1 A	/ 12
L.3.1 B	/ 10
L.3.1 C	/ 24
L.3.2	/ 10
L.3.3	/ 16
L.3.4 A	/ 18
L.3.4 B	/ 20
L.3.5 A	/ 12
L.3.5 B	/ 12
L.3.6	/ 15

NOTES:

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
3.OA.1	/ 18
3.OA.2	/ 18
3.OA.3 A	/ 5
3.OA.3 B	/ 5
3.OA.4	/ 10
3.OA.5	/ 5
3.OA.6	/ 10
3.OA.7	/ 10
3.OA.8	/ 8
3.OA.9 A	/ 26
3.OA.9 B	/ 26

Standard	Grade
3.NF.1	/ 10
3.NF.2 A	/ 10
3.NF.2 B	/ 5
3.NF.3 A	/ 10
3.NF.3 B	/ 10
3.NF.3 C	/ 10
3.NF.3 D	/ 10

Standard	Grade
3.MD.1	/ 14
3.MD.2	/ 12
3.MD.3	/ 9
3.MD.4	/ 10
3.MD.5 A	/ 6
3.MD.5 B	/ 12
3.MD.6	/ 8
3.MD.7 A	/ 20
3.MD.7 B	/ 12
3.MD.7 C	/ 12
3.MD.8	/ 6

Standard	Grade
3.NBT.1	/ 10
3.NBT.2	/ 10
3.NBT.3	/ 10

Standard	Grade
3.G.1	/ 12
3.G.2	/ 8

**NOTES:**



# 3

# Common Core State Standards

**Blank Progress Reports**

## Grade 3

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.3.1	
RL.3.2 1 & 2	
RL.3.3	
RL.3.4	
RL.3.5	
RL.3.6	
RL.3.7	
RL.3.9	
RL.3.10	

Standard	Grade
RI.3.1	
RI.3.2	
RI.3.3	
RI.3.4	
RI.3.5	
RI.3.6	
RI.3.7	
RI.3.8	
RI.3.9	
RI.3.10	

Standard	Grade
RF.3.3 A	
RF.3.3 B	
RF.3.4	

Standard	Grade
W.3.1 1,2,3	
W.3.2 1,2,3	
W.3.3 1,2,3	
W.3.4 1 & 2	
W.3.5	
W.3.6	
W.3.7	
W.3.8 1 & 2	
W.3.10	

Standard	Grade
SL.3.1	
SL.3.2	
SL.3.3	
SL.3.4	
SL.3.5	
SL.3.6 A	
SL.3.6 B	

Standard	Grade
L.3.1 A	
L.3.1 B	
L.3.1 C	
L.3.2	
L.3.3	
L.3.4 A	
L.3.4 B	
L.3.5 A	
L.3.5 B	
L.3.6	

**NOTES:**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
3.OA.1	
3.OA.2	
3.OA.3 A	
3.OA.3 B	
3.OA.4	
3.OA.5	
3.OA.6	
3.OA.7	
3.OA.8	
3.OA.9 A	
3.OA.9 B	

Standard	Grade
3.NF.1	
3.NF.2 A	
3.NF.2 B	
3.NF.3 A	
3.NF.3 B	
3.NF.3 C	
3.NF.3 D	

Standard	Grade
3.MD.1	
3.MD.2	
3.MD.3	
3.MD.4	
3.MD.5 A	
3.MD.5 B	
3.MD.6	
3.MD.7 A	
3.MD.7 B	
3.MD.7 C	
3.MD.8	

Standard	Grade
3.NBT.1	
3.NBT.2	
3.NBT.3	

Standard	Grade
3.G.1	
3.G.2	

**NOTES:**



3

# Common Core State Standards

English Answer Keys

Grade 3

- Math Standards
- English Standards

Worksheets and Activities  
that teach every standard!



**Reading: Literature****RL.3.1 Assessment**

Responses may vary but should include three questions answered with evidence from the text.

**RL.3.2 Assessment - Pages 1 & 2**

This form can be used with any fable, myth or folktale. The answers are included for 'The Ant and the Grasshopper'

**Title:** The Ant and the Grasshopper

**Message:** It is wise to worry about tomorrow today.

**Details:** The ant collected food while the grasshopper laughed at her. The ant continued to work, but the grasshopper played and danced and sang.

When the grasshopper was cold and hungry, it had no food. The ant was prepared.

**RL.3.3 Assessment**

Responses may vary. Responses should include a description of a character and how the character's actions contribute to an event in the story.

**RL.3.4 Assessment**

Responses may vary but should include examples of figurative language and their literal counterparts.

**RL.3.5 Assessment**

Responses may vary but should include a retelling of the poem and how the stanzas build on one another.

**RL.3.6 Assessment**

Responses may vary but should include the main character's point of view and the student's point of view.

**RL.3.7 Assessment**

Responses may vary but should include a description of one of the illustrations and how it contributes to the text.

**RL.3.9 Assessment**

Answers will vary, but should accurately compare two stories in the following areas: Characters, Settings, Problems, and Solutions.

**RL.3.10 Assessment**

Students may use this record sheet to record their reading in appropriate grade-level books and poems in various genres and styles. They should have a brief summary written with correct grammar and punctuation.

**Reading: Informational Text****RI.3.1 Assessment**

Responses may vary but should include three questions answered with evidence from the text.

**RI.3.2 Assessment**

Responses may vary but should include the main idea of the story with supporting key details.

**RI.3.3 Assessment**

Responses may vary but should include text events and a summary.

**RI.3.4 Assessment**

Responses may vary but should include various content words or phrases and their meanings.

**RI.3.5 Assessment**

Responses may vary but should include various information and the source used to acquire it.

**RI.3.6 Assessment**

Responses may vary but should include the points-of-view of the author and the students with a comparison between the two.

**RI.3.7 Assessment**

Responses may vary but should include a description of an illustration used in the text and how it helps the reader better understand the text.

**RI.3.8 Assessment**

Responses may vary but should include connections the student made while reading text.

**RI.3.9 Assessment**

Responses may vary but should compare and contrast the details of two different texts on the same topic.

**RI.3.10 Assessment**

Students may use this record sheet to record their reading in appropriate grade-level books and texts in various genres and styles. They should have a brief summary written with correct grammar and punctuation.

**Reading: Foundational Skills****RF.3.3 Assessment A****TOP SECTION:**

ceaseless (endless)  
 misunderstand (miscomprehend, misconstrue)  
 quietly (noiselessly)  
 useless  
 unsafe  
 faster, quicker (speedier, swifter, fleeter)  
 rebuild (reconstruct)  
 prepurchase, prepay

**BOTTOM SECTION:**

word	suffix	meaning
digestible	-ible	to be able to digest
frailty	-ty	to be frail
information	-tion	something to learn/know
flexible	-ible	to be able to bend
amazement	-ment	feeling amazed
similarity	-ty	to be similar
humidify	-fy	to make humid
likable	-able	something you can like

**RF.3.3 Assessment B****TOP SECTION:**

fortitude (3)	enticing (3)
posture (2)	irritability (6)
multiplication (5)	prehistoric (4)
environment (4)	indistinguishable (6)
supercilious (5)	superficiality (7)

For both sections check pronunciations.

**RF.3.4 Assessment**

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

**Writing****W.3.1 Assessment - Pages 1, 2, & 3**

Responses may vary but should include an event summary with the writer's opinion. Opinion should be supported by reasons and evidence. Pages 1 & 2 are planners for a draft on page 3.

**W.3.2 Assessment - Pages 1, 2, & 3**

Responses may vary but should include information on a topic with details, facts, definitions, and a concluding statement. Pages 1 & 2 are planners for a draft on page 3.

**W.3.3 Assessment - Pages 1, 2, & 3**

Responses may vary but should be in the form of a narrative which includes events described in detail and has clear sequence, dialogue, character development, and a closing. Pages 1 & 2 are planners for a draft on page 3.

**W.3.4 Assessment - Pages 1 & 2**

Responses may vary but should be an original piece of writing that shows the student's growth in writing.

**W.3.5 Assessment**

Responses may vary. Checklist can be used by students and teachers to assess writing growth.

**W.3.6 Assessment**

Responses may vary. Checklist can be used by students and teachers to assess knowledge in digital learning.

**W.3.7 Assessment**

Responses may vary. Checklist can be used by students to plan a research project and by teachers to analyze how well the student planned and executed the project.

**W.3.8 - Pages 1 & 2**

Responses may vary. Form can be used by students to gather information about a topic and by teachers to analyze how well the student collected and categorized the information.

**W.3.10**

Responses may vary. Form can be used by students and /or to record the types of writing the students complete over the course of the year.

**Speaking and Listening****SL.3.1 Assessment**

Responses may vary. Students and/or teachers can use the checklist to record student participation in collaborative groups.

**SL.3.2 Assessment**

Responses may vary but should include the main idea of a scientific or historical article, supporting details, and a summary.

**SL.3.3 Assessment**

Responses may vary but should include various types of questions and accurate answers. Open and closed questions should be identified correctly by the check boxes.

**SL.3.4 Assessment**

Responses may vary but should include a short summary of a personal experience, facts, details, and other information that will enhance oral storytelling.

**SL.3.5 Assessment**

Responses may vary but should include information that helps to plan recording of an oral reading or storytelling.

**SL.3.6 Assessment A**

Responses may vary. Oral explanations should include complete, detailed sentences and students should speak clearly as they explain how to accomplish the tasks.

**SL.3.6 Assessment B**

Responses may vary. Oral explanations should include complete, detailed sentences and students should speak clearly as they explain how to accomplish the tasks.

Language

**L.3.1 Assessment A**

Sentences and words chosen will vary. The functions of the words should be similar to the following examples:

**Noun:** names a person, place, thing, idea, or animal

**Pronoun:** Takes the place of a noun in the sentence.

**Adjective:** describes a noun in the sentence

**Adverb:** describes a verb in the sentence

**L.3.1 Assessment B**

Sentence responses will vary, but the words in the gray boxes should be:

1. flowers
2. women
3. shouted
4. brought

**L.3.1 Assessment C**

Sentence responses will vary, but the words in the gray boxes should be:

1. warmer, warmest
2. kinder, kindest
3. taller, tallest
4. played, will play
5. walked, will walk
6. stung, will sting

**L.3.2 Assessment**

Students should use this form to check over their work in fictional and nonfictional writing. Teachers can also use it for an assessment of a final draft.

**L.3.3 Assessment**

**TOP SECTION:**  
Responses will vary. Check for accuracy.

**BOTTOM SECTION:**

informal spoken	formal spoken
formal written	informal written

**L.3.4 Assessment A**

Answers will vary depending on text and words chosen.

**L.3.4 Assessment B**

<b>NEW WORD:</b>	<b>MEANING:</b>
overdue	past due
submarine	underwater
mouthful	filled the mouth
unicycle	one-wheeled cycle
telescope	long-distance look
sisterhood	association of sisters
bipedal	two-footed
postdate	date after the fact
heartless	without feeling

**L.3.5 Assessment A**

Answers will vary, but should indicate examples of figurative language. The bottom section should also feature examples of how to use this figurative language in everyday speech.

**L.3.5 Assessment B**

Answers will vary. Synonyms should be words that fit the original word, if in varying degrees. The differences in meanings should be explained, and then an example sentence should be used.

**L.3.6 Assessment**

Answers will vary. Vocabulary chosen should be properly used in sentences, either original or from the texts they were located in.



3

# Common Core State Standards

**Math Answer Keys**

**Grade 3**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

**Operations and Algebraic Thinking**

**3.OA.1 Assessment**

Responses may vary. Answers from left to right by column.

ARRAYS	ADDITION	WORDS
$9 \times 3 = 18$	$5 + 5 + 5 = 15$ or $3 + 3 + 3 + 3 + 3 = 15$	$7 \times 2 = 14$
$8 \times 1 = 8$	$6 + 6 + 6 + 6 = 24$ or $4 + 4 + 4 + 4 + 4 = 24$	$8 \times 6 = 48$
$6 \times 6 = 36$	$6 + 6 + 6 + 6 + 6 + 6 = 36$	$5 \times 9 = 45$

**3.OA.2 Assessment**

Responses may vary. Answers from left to right by column.

SHARES	PICTURES	WORDS
$8 \div 2 = 4$	$12 \div 3 = 4$	$10 \div 2 = 5$
$9 \div 3 = 3$	$24 \div 6 = 4$	$36 \div 6 = 6$
$50 \div 5 = 10$	$27 \div 9 = 3$	$14 \div 2 = 7$

**3.OA.3 Assessment A**

- $12 \times 5 = 60$  balls
- $9 \times 8 = 72$  seats
- $7 \times 14 = 98$  blocks
- $4 \times 12 = 48$  flowers
- $11 \times 8 = 88$  spider legs

**3.OA.3 Assessment B**

- $20 \div 5$  (kyle + 4 friends) = 4 pieces
- $90 \div 10 = 9$  candles
- $30 \div 6 = 5$  people
- $56 \div 4 = 14$  petals
- $12 \div 4 = 3$  donuts

**3.OA.4 Assessment**

- |       |        |
|-------|--------|
| 1. 3  | 6. 39  |
| 2. 36 | 7. 12  |
| 3. 11 | 8. 5   |
| 4. 7  | 9. 9   |
| 5. 48 | 10. 63 |

**3.OA.5 Assessment**

Answers should be as follows with the property used and work shown.

- 18
- 135
- 65
- 60
- 64

**3.OA.6 Assessment**

- |          |           |
|----------|-----------|
| 1. 4,4   | 6. 7,7    |
| 2. 5,5   | 7. 12     |
| 3. 12,12 | 8. 5,5    |
| 4. 9,9   | 9. 11,11  |
| 5. 5,5   | 10. 12,12 |

**3.OA.7 Assessment**

- |       |        |
|-------|--------|
| 1. 80 | 6. 10  |
| 2. 90 | 7. 14  |
| 3. 60 | 8. 36  |
| 4. 66 | 9. 14  |
| 5. 90 | 10. 13 |

**3.OA.8 Assessment**

- 8 marbles, 40 marbles
- 6 slices, 3 slices
- 50 bikes, 25 bikes
- 48 pencils, 12 pencils

**3.OA.9 Assessment A**

- (+10) 27, 30, 48
- (+15) 67, 44, 71
- (-3) 65, 52, 94
- (-12) 64, 76, 24
- (+20) 58, 56, 4, 60
- (-16) 40, 62, 58, 16

**3.OA.9 Assessment B**

- (x5) 35, 70, 150
- (x9) 10, 108, 4
- (÷2) 45, 44, 26
- (÷3) 66, 32, 36
- (x12) 36, 5, 6, 120
- (÷9) 7, 10, 0, 18



**Numbers & Operations in Base Ten****3.NBT.1 Assessment**

- |        |          |
|--------|----------|
| 1. 50  | 6. 600   |
| 2. 600 | 7. 350   |
| 3. 90  | 8. 500   |
| 4. 200 | 9. 410   |
| 5. 40  | 10. 1000 |

**3.NBT.2 Assessment**

- |        |         |
|--------|---------|
| 1. 940 | 6. 932  |
| 2. 212 | 7. 184  |
| 3. 781 | 8. 877  |
| 4. 103 | 9. 548  |
| 5. 772 | 10. 797 |

**3.NBT.3 Assessment**

- |        |         |
|--------|---------|
| 1. 350 | 6. 180  |
| 2. 240 | 7. 320  |
| 3. 200 | 8. 50   |
| 4. 120 | 9. 270  |
| 5. 240 | 10. 400 |

**Numbers & Operations - Fractions**

**3.NF.1 Assessment**






- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. $\frac{1}{4}$                  | 6. $\frac{4}{6}$ or $\frac{2}{3}$  |
| 2. $\frac{1}{2}$                  | 7. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 3. $\frac{2}{6}$ or $\frac{1}{3}$ | 8. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 4. $\frac{3}{4}$                  | 9. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 5. $\frac{9}{9}$ or 1 whole       | 10. $\frac{6}{9}$ or $\frac{2}{3}$ |

**3.NF.2 Assessment A**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. $\frac{2}{5}$                  | 6. $\frac{3}{8}$                  |
| 2. $\frac{6}{8}$ or $\frac{3}{4}$ | 7. $\frac{2}{9}$                  |
| 3. $\frac{1}{4}$                  | 8. $\frac{4}{5}$                  |
| 4. $\frac{7}{9}$                  | 9. $\frac{2}{4}$ or $\frac{1}{2}$ |
| 5. $\frac{4}{7}$                  | 10. $\frac{5}{7}$                 |

**3.NF.2 Assessment B**

Approximate Answers:

- |                   |   |
|-------------------|---|
| 1. $\frac{2}{8}$  |    |
| 2. $\frac{5}{6}$  |    |
| 3. $\frac{3}{10}$ |  |
| 4. $\frac{7}{9}$  |  |
| 5. $\frac{1}{4}$  |  |

**3.NF.3 Assessment A**

- |              |              |
|--------------|--------------|
| 1. same      | 6. different |
| 2. different | 7. same      |
| 3. same      | 8. same      |
| 4. different | 9. different |
| 5. same      | 10. same     |

**3.NF.3 Assessment B**

Responses will vary. Explanations should be accurate. Suggested answers:

1.  $\frac{6}{8}$  or  $\frac{9}{12}$
2.  $\frac{1}{3}$  or  $\frac{3}{9}$
3.  $\frac{8}{10}$  or  $\frac{12}{15}$
4.  $\frac{6}{16}$  or  $\frac{9}{24}$
5.  $\frac{2}{4}$  or  $\frac{3}{6}$

**3.NF.3 Assessment C**

- |                     |                  |
|---------------------|------------------|
| 1. $\frac{2}{2}$    | 5. $\frac{3}{3}$ |
| 2. $\frac{8}{8}$    | 6. $\frac{9}{9}$ |
| 3. $\frac{4}{4}$    | 7. $\frac{5}{5}$ |
| 4. $\frac{6}{6}$    | 8. $\frac{1}{1}$ |
| 9. $\frac{6}{6}$    |                  |
| 10. $\frac{10}{10}$ |                  |

**3.NF.3 Assessment D**

- |      |       |
|------|-------|
| 1. = | 6. <  |
| 2. = | 7. =  |
| 3. > | 8. =  |
| 4. < | 9. <  |
| 5. > | 10. > |

**Measurement & Data**

**3.MD.1 Assessment**

1. Begin at 3:41, finish at 4:56
2. Woke up at 6:08, overslept by 1 hr 38 min
3. Started at 1:03, watched 1 hr 13 mins
4. leave at 7:49, arrive at 9:00 (check clocks to make sure they match these numbers)
5. cupcakes done at 1:13, baking finished at 1:58. start clock = 12:00, finish clock = 1:58

**3.MD.2 Assessment**

- |                |              |                |
|----------------|--------------|----------------|
| 1. liters      | 4. grams     | 7. liters      |
| 2. kilograms   | 5. liters    | 8. grams       |
| 3. milliliters | 6. kilograms | 9. milliliters |
10. 180 grams
  11.  $30 + 14 + 28 = 72$  kilos
  12.  $(22 + 13) \times 2 = 70$  liters

**3.MD.3 Assessment**

Make sure the pictograph is filled in properly.  
 Harriet: @@@@  
 Sally: @@@  
 Patty: @@@@C (this one has a 1/2)  
 Lucy: @@@@  
 Marcy: @@

1.  $50 \times 6 = 300$
2.  $(8 - 2) \times 50 = 300$
3.  $300 + 200 + 325 + 400 + 100 = 1325$
4.  $(4 + 6.5) \times 50 = 525$

**3.MD.4 Assessment**

Using this page, make sure students properly fill out the data table and graph their measurements properly. All parts of the graph should be properly labeled.

**3.MD.5 Assessment A**

- |                |                |
|----------------|----------------|
| 1. 26 sq units | 2. 27 sq units |
| 3. 24 sq units | 4. 20 sq units |
| 5. 20 sq units | 6. 28 sq units |

**3.MD.5 Assessment B**

- |             |                   |
|-------------|-------------------|
| A. 20 sq cm | $5 \times 4 = 20$ |
| B. 42 sq cm | $7 \times 6 = 42$ |
| C. 21 sq cm | $3 \times 7 = 21$ |

**3.MD.6 Assessment**

- |                |             |
|----------------|-------------|
| 1. 42 sq miles | 2. 20 sq ft |
| 3. 108 sq. in  | 4. 4 sq m   |

**3.MD.7 Assessment A**

Make sure blanks are filled in appropriately.

1. $4 \times 4 = 16$ sq units	2. $3 \times 6 = 18$ sq units
3. $4 \times 14 = 56$ sq units	4. $23 \times 11 = 253$ sq un

**3.MD.7 Assessment B**

Check work. Wrok may vary depending on how the last 2 shapes are split in two.

- |                             |                          |
|-----------------------------|--------------------------|
| 1. $A = 17 \times 17 = 289$ | $B = 8 \times 7 = 56$    |
| Total Area = 345 sq units.  |                          |
| 2. $A = 15 \times 3 = 45$   | $B = 12 \times 11 = 132$ |
| Total Area = 177 sq units   |                          |
| 3. $A = 20 \times 5 = 100$  | $B = 6 \times 10 = 60$   |
| Total Area = 160 sq units.  |                          |
| 4. $A = 15 \times 4 = 60$   | $B = 6 \times 9 = 54$    |
| Total Area = 114 sq units   |                          |

**3.MD.7 Assessment C**

Solve each question 2 ways. The answer should be the same either way.

1. addition: 13, 130, 130 sq units  
multiplication: 100, 30, 130 sq units
2. addition: 8, 160, 160 sq units  
multiplication: 100, 60, 160 sq units
3. addition: 10, 150, 150 sq units  
multiplication: 75, 75, 150 sq units

**3.MD.8 Assessment**

1. 61 feet
2. 35 feet
3. 198 meters
4. 48 mm for one, 96 mm for both
5. 27 feet

**Geometry**

**3.G.1 Assessment**

**TOP SECTION:**

- 1. 4
- 2. 4
- 3. No
- 4. Closed
- 5. Yes
- 6. No

<b>Quadrilaterals:</b>	<b>Non-Quad.:</b>
rhombus	triangles
square	hexagons
parallelogram	octagons
rectangle	circles
trapezoid	semicircles
dart	crescents
irregular quadrilateral	pentagons

**3.G.2 Assessment**

Responses will vary. Make sure each section is partitioned into the proper number of pieces. Each one should have a colored portion, which should be correctly identified in the fraction box.



# Common Core State Standards

*Educating classrooms one standard at a time.*

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