

Math
Spring 2019

Grade 3
Released Items

1.

VF491797

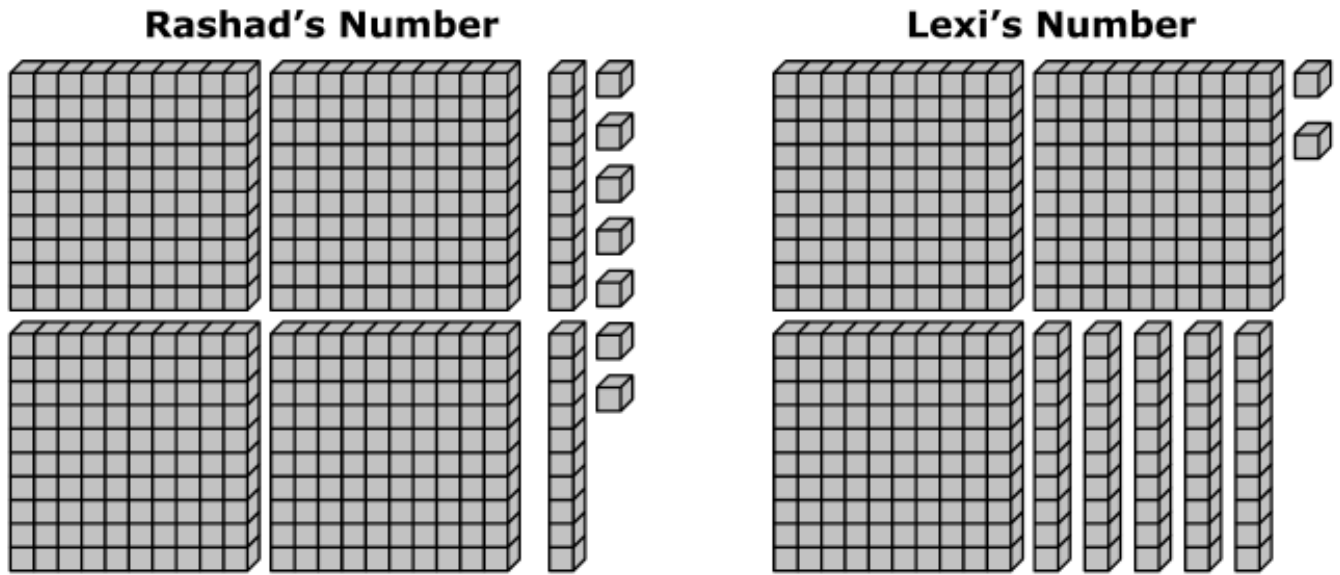
Which question can be answered by using 6×4 ?

- A. There are 6 birds in a tree and 4 fly away. How many birds are still in the tree?
- B. There are 6 books on a shelf and 4 books on a table. How many books are there in all?
- C. There are 6 stacks of quarters with 4 quarters in each stack. How many quarters are there?
- D. There are 6 pieces of fruit shared among 4 friends. How many pieces of fruit does each friend get?

2.

M00912P

Two numbers are modeled with place value blocks.



What is the difference in the values of the two numbers?

- A. 35
- B. 75
- C. 135
- D. 175

3.

4003-M03007

John played four games. The number of points he scored in each game is written as follows.

First Game: 1 ten + 15 ones

Second Game: 2 tens + 1 one

Third Game: 5 tens + 9 ones

Fourth Game: 3 tens + 5 ones

Part A

Did John score more points in the first game or the second game? Explain your answer.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]
=	<	>	≠
\$	°	?	

Part B

How many more total points did John score in the third and fourth games than in the first and second games? Show your work.

Enter your answer and your work in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]
=	<	>	≠
\$	°	?	

(continues on next page)

Part C

John played a fifth game and scored 61 points. Write the number of points John scored in the fifth game in expanded form. Give the value of the digit 6 and the digit 1.

Enter your answers in the space provided. Enter **only** your answers.



	▼ Math symbols																
	<table border="1"><tr><td>+</td><td>-</td><td>×</td><td>÷</td></tr><tr><td>$\frac{\square}{\square}$</td><td>$\frac{\square}{\square}$</td><td>(·)</td><td>[·]</td></tr><tr><td>=</td><td><</td><td>></td><td>≠</td></tr><tr><td>\$</td><td>°</td><td>?</td><td></td></tr></table>	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]	=	<	>	≠	\$	°	?	
	+	-	×	÷													
	$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]													
=	<	>	≠														
\$	°	?															

4.**M01628**

Sasha bought an apple and cut it into equal-sized pieces. After she ate a piece, there were 3 pieces remaining. What fraction of the apple did Sasha eat?

- A. $\frac{1}{4}$
- B. $\frac{1}{3}$
- C. $\frac{2}{3}$
- D. $\frac{3}{4}$

5.

M300030

A teacher prints 10 pages for each student in a class. The question mark in the equation shown represents the number of students in the class.

$$10 \times ? = 70$$

How many students are in the class?

Enter your answer in the box.

6.

0190-M01039P

Part A

Ms. Williams asked Carlos and Sara to show different ways to find the value of this expression:

$$4 \times 2 \times 3$$

Carlos decided to multiply 2×3 first. Which expression shows what Carlos should multiply next to find the correct value of $4 \times 2 \times 3$?

- A. 4×2
- B. 4×3
- C. 4×5
- D. 4×6

Part B

Sara explained the way she found the value of $4 \times 2 \times 3$ as follows:

- Multiply 4×2 .
- Multiply 4×3 .
- Add the two products.

Sara made a mistake. Describe Sara's mistake.

What is the correct value of $4 \times 2 \times 3$?

Enter your answer and your description in the space provided.

**Math symbols**

7.

M01888

Which expressions have a quotient equal to 8?

Select the **three** correct answers.

A. $64 \div 8$

B. $63 \div 9$

C. $42 \div 6$

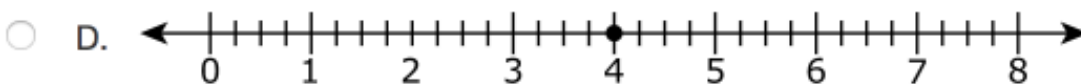
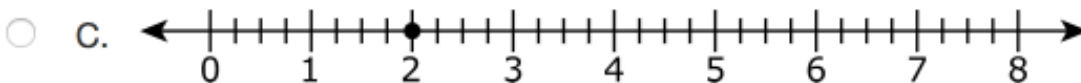
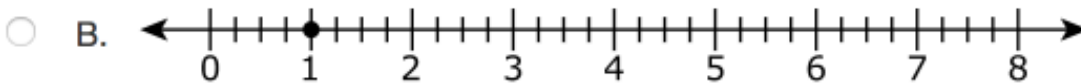
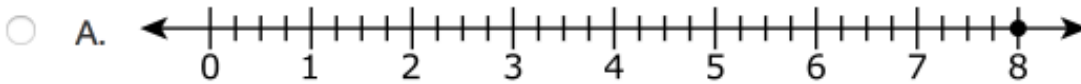
D. $56 \div 7$

E. $32 \div 4$

8.

VH009554

Which number line has a point plotted to represent $\frac{8}{4}$?



9.

M20668P

A square has a side length of 6 inches. What is the area of the square?

- A. The area of the square is 12 square inches because the side length is added to itself.
- B. The area of the square is 36 square inches because the side length is multiplied by itself.
- C. The area of the square is 10 square inches because the side length is added to the number of sides.
- D. The area of the square is 24 square inches because the side length is multiplied by the number of sides.

10.

M02243

Beth collected seashells. She had 8 different buckets. She placed 9 seashells in each bucket. What is the total number of shells Beth placed in the buckets?

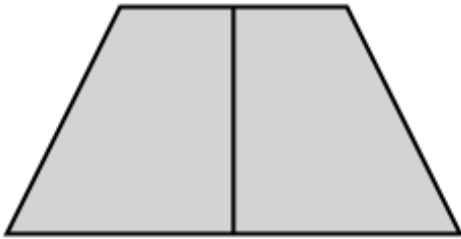
Enter your answer in the box.

11.

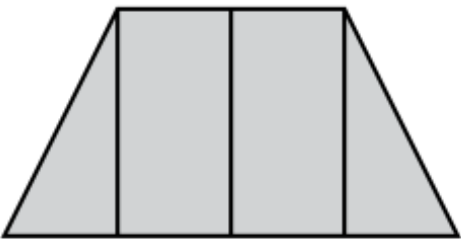
VF649349

Which model shows parts of the trapezoid that are each $\frac{1}{3}$ the area of the trapezoid?

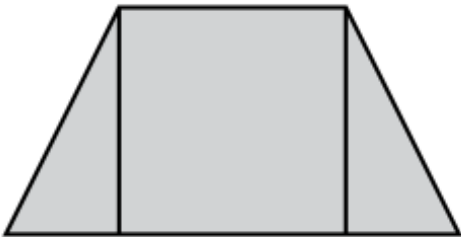
A.



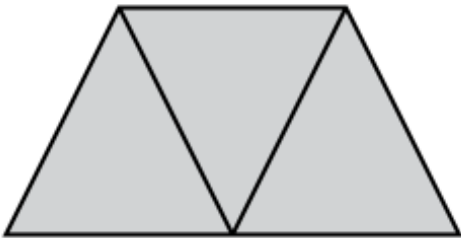
B.



C.



D.



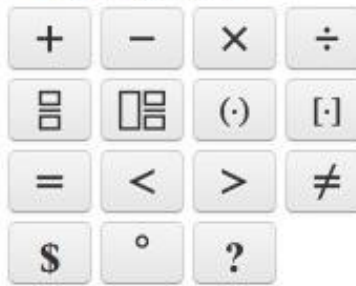
A teacher has two sheets of stickers. One sheet has 8 rows with 6 stickers in each row. The other sheet has 9 rows with 7 stickers in each row.

- Explain how the rows and columns can be used to model the total number of stickers on the two sheets.
- Write an equation that can be used to model the total number of stickers on the two sheets.
- What is the total number of stickers on the two sheets?

Enter your explanation, your equation, and your answer in the space provided.



▼ Math symbols



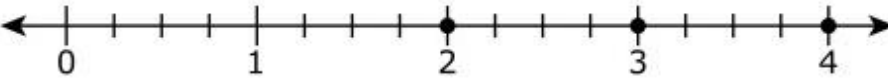
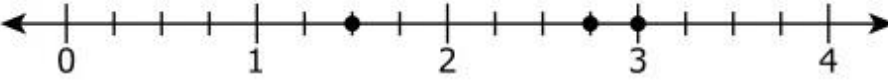
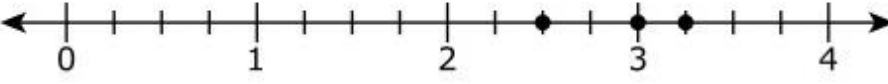
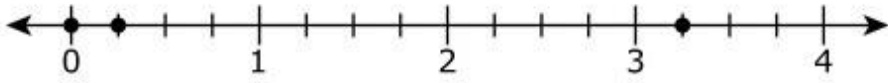
13.

VH000938

A white rabbit weighs 3 pounds. A brown rabbit weighs $2\frac{2}{4}$ pounds. A black rabbit weighs $3\frac{1}{4}$ pounds.

Part A

Which of these shows the weights of the rabbits plotted correctly?

- A. 
- B. 
- C. 
- D. 

Part B

Which of these is true?

- A. The weight of the black rabbit is the same as the weight of the white rabbit.
- B. The weight of the brown rabbit is the same as the weight of the white rabbit.
- C. The weight of the black rabbit is closest to the weight of the white rabbit.
- D. The weight of the brown rabbit is closest to the weight of the white rabbit.

14.

M00917

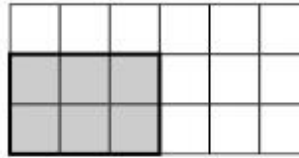
Which shapes are quadrilaterals?

Select the **three** shapes that are quadrilaterals.

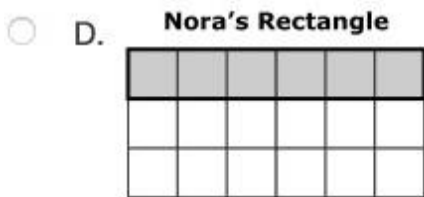
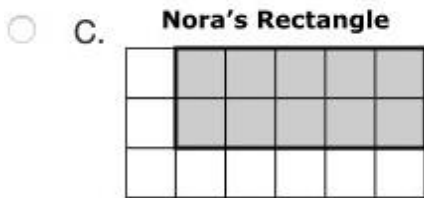
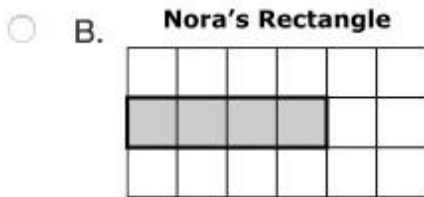
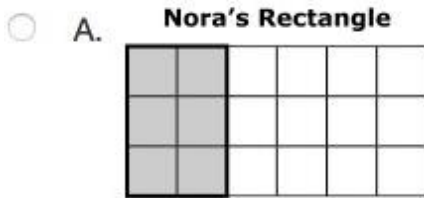
- A. hexagon
- B. pentagon
- C. rectangle
- D. rhombus
- E. square
- F. triangle

Cole drew the shaded rectangle shown on some grid paper.

Cole's Rectangle



Nora also drew a rectangle on grid paper. Nora's rectangle has the same perimeter as Cole's but with a different area. Which rectangle could be Nora's?



16.

M01036

Kyle and Tara were given the numbers 0, 2, and 5. They were told to make a 3-digit numeral out of the three numbers. Kyle's number was 520. Tara's number had a 0 in the tens place. Kyle said that Tara's number had to be less than his because 0 was less than 2.

Explain whether Kyle's answer was correct. Explain whether Kyle's reasoning was correct. Give examples to support your explanations.

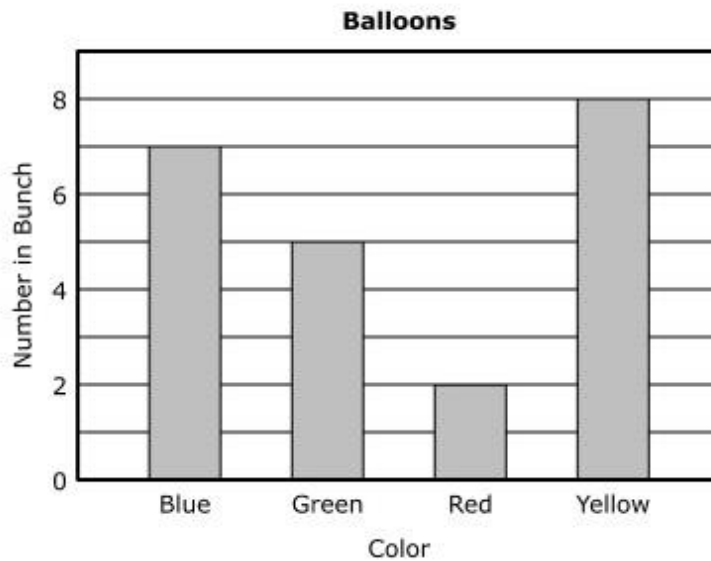
Enter your explanations and your examples in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[·]
=	<	>	≠
\$	°	?	

Melissa had a bunch of balloons for her party. The number of each color of balloon in the bunch is shown in the bar graph.

**Part A**

How many more blue balloons than red balloons did Melissa have?

Enter your answer in the box.

Part B

How many fewer green balloons than yellow balloons did Melissa have?

Enter your answer in the box.

18.

M01391

The number sentences are related facts.

$$5 \times 4 = 20$$

$$20 \div 5 = ?$$

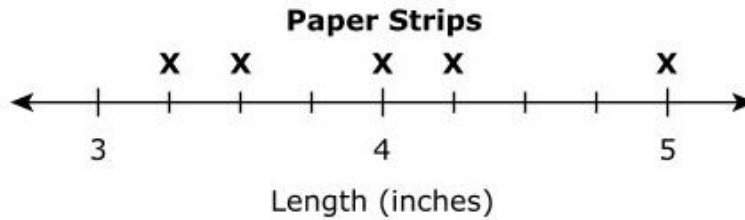
What is the missing number?

- A. 1
- B. 4
- C. 15
- D. 25

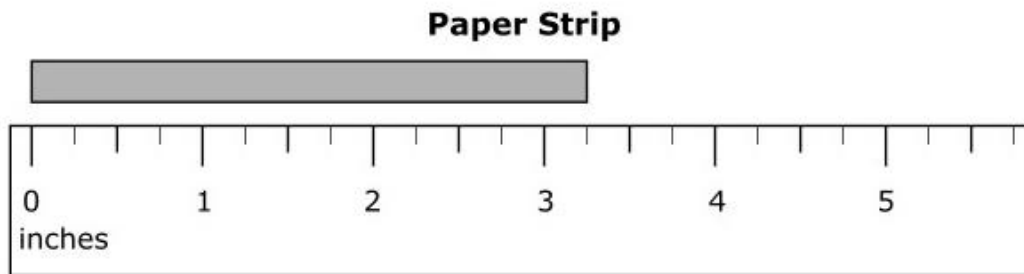
19.

M00361P

Sean cut paper strips into different lengths. The line plot shows the lengths of the strips Sean cut.

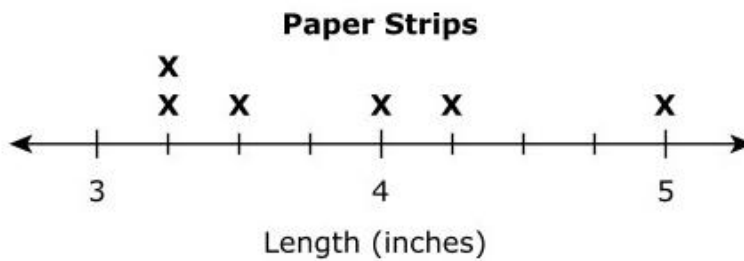


He cut one more strip. The last strip he cut is shown.

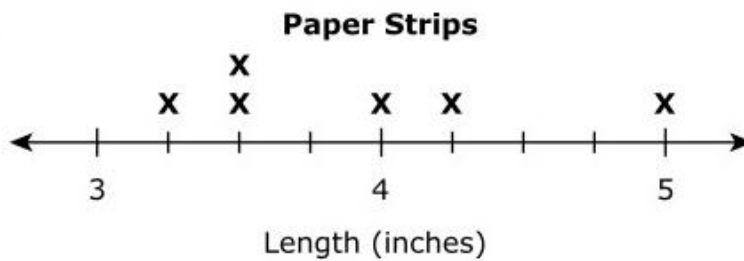


Which line plot shows the lengths of all Sean's paper strips?

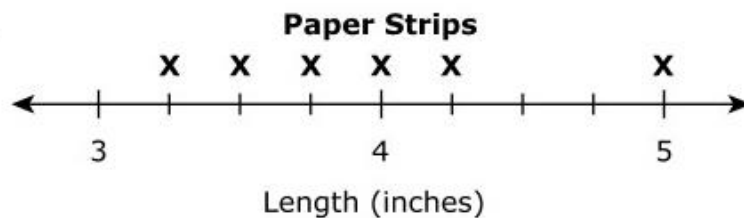
A.



B.



C.



D.

