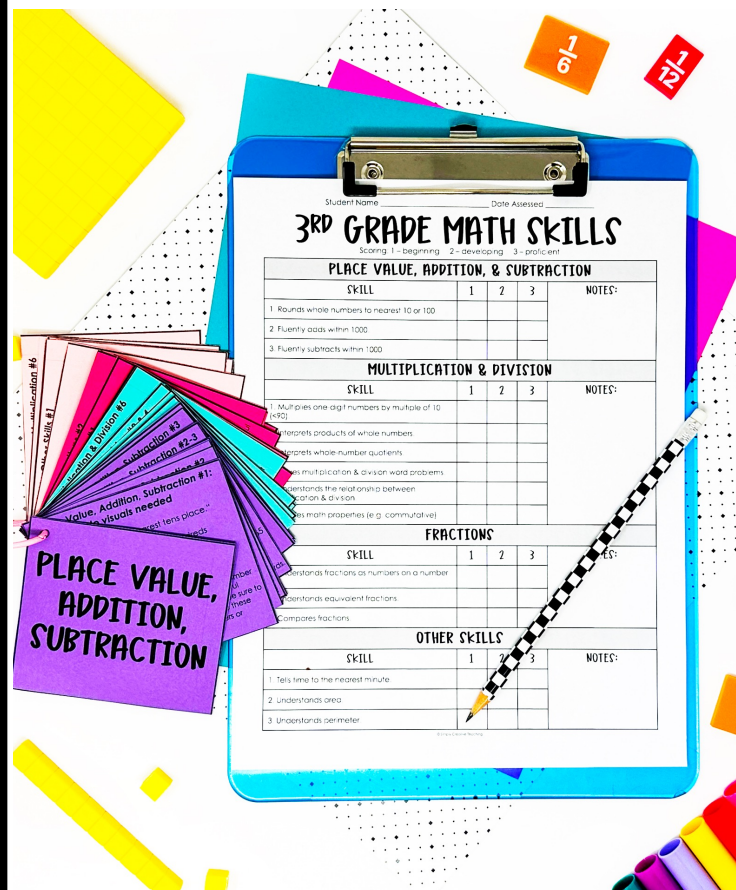


A LOOK INSIDE

Use this 3rd grade one-on-one assessment to track students' progress on key math skills & standards!

- ✓ Math Skills Student Score Sheet
- ✓ Class spreadsheets to organize whole class data
- ✓ Assessment cards to help you assess each skill
- ✓ Editable score sheets & class spreadsheets you can customize



STUDENT SCORE SHEET

Student Name _____ Date Assessed _____

3RD GRADE MATH SKILLS

Scoring: 1 – beginning 2 – developing 3 – proficient

PLACE VALUE, ADDITION, & SUBTRACTION

SKILL	1	2	3
1. Rounds whole numbers to nearest 10 or 100.			
2. Fluently adds within 1000.			
3. Fluently subtracts within 1000.			

MULTIPLICATION & DIVISION

SKILL	1	2	3
1. Multiplies one-digit numbers by multiple of 10 (<90).			
2. Interprets products of whole numbers.			
3. Interprets whole-number quotients.			
4. Solves multiplication & division word problems.			
5. Understands the relationship between multiplication & division.			
6. Applies math properties (e.g. commutative)			

FRACTIONS

SKILL	1	2	3
1. Understands fractions as numbers on a number line			
2. Understands equivalent fractions.			
3. Compares fractions.			

OTHER SKILLS

SKILL	1	2	3
1. Tells time to the nearest minute.			
2. Understands area.			
3. Understands perimeter.			

Student Name _____ Date Assessed _____

3RD GRADE MATH SKILLS

Scoring: 1 – beginning 2 – developing 3 – proficient

PLACE VALUE, ADDITION, & SUBTRACTION

SKILL	1	2	3	NOTES:

MULTIPLICATION & DIVISION

SKILL	1	2	3	NOTES:

FRACTIONS

SKILL	1	2	3	NOTES:

OTHER SKILLS

SKILL	1	2	3	NOTES:

Keep track of scores on 3rd grade math skills with one score sheet per student.

STUDENT RESPONSES

Student Name _____ Date Assessed _____

THIRD GRADE MATH SKILLS: STUDENT RESPONSES

Record student answers next to each problem. Put a checkmark if the student is proficient.

PLACE VALUE, ADDITION, SUBTRACTION

- ☐ Round 318 to the nearest tens place. (320)
- ☐ Round 249 to the nearest hundreds place. (200)
- ☐ Solve the following addition problems. Tell me each step as you solve.
 - 1.) $215 + 363 = \underline{\hspace{2cm}}$ (578)
 - 2.) $419 + 193 = \underline{\hspace{2cm}}$ (612)
- ☐ Solve the following subtraction problems. Tell me each step as you solve.
 - 1.) $546 - 323 = \underline{\hspace{2cm}}$ (223)
 - 2.) $982 - 764 = \underline{\hspace{2cm}}$ (218)
 - 3.) $1,000 - 165 = \underline{\hspace{2cm}}$ (835)

MULTIPLICATION AND DIVISION

- ☐ Solve the following problem: 60×7 (420 – also note if the student uses the associative properties and did $(6 \times 10) \times 7$ and then $(6 \times 7) \times 10$)
- ☐ Write and solve a multiplication equation to represent the following situation:
 - What does the 3 represent? (rows)
 - What does the 5 represent? (flowers)
 - What does the 15 represent? (the total number of flowers)
- ☐ Draw or create an equal groups (or equal shares) model for the following problem: 3×7
- ☐ You pass out 3 cookies to each of your 7 friends. How many cookies do you have? ($3 \times 7 = 21$)
- ☐ There are 32 buttons on 8 robots. How many buttons does each robot have? ($32 \div 8 = 4$)
- ☐ Each row has 6 carrots. There are 5 rows. If 8 of the carrots are eaten, how many will you have? ($6 \times 5 = 30$; $30 - 8 = 22$)
- ☐ What is the multiplication expression you could use to help solve $4 \times 5 = 20$?
- ☐ What is a related division expression for 10×8 ? ($80 \div 10 = 8$)
- ☐ Which number will make this equation true $2 \times 7 = 7 \times \underline{\hspace{1cm}}$?

Student Name _____ Date Assessed _____

THIRD GRADE MATH SKILLS STUDENT RESPONSES, PAGE 2

Record student answers next to each problem. Put a checkmark if the student is proficient.

FRACTIONS

- ☐ What unit fraction is shown on the number line? ($1/4$)
- ☐ What fraction is shown at point A? ($3/4$)
- ☐ Draw a number line and label the fraction $1/6$. (Students should draw a number line and label the two ends 0 and 1. They should also have 7 lines creating 6 EVENLY spaces between 0 and 1).
- ☐ Are the following fractions equal? (No, the wholes are not the same)
- ☐ What fractions are equivalent? (Students should point to the squares with $1/2$ and $3/6$)
- ☐ Compare the fractions using $<$, $>$ or $=$. ($1/2 > 1/4$, $1/3 < 2/3$, $3/6 = 3/6$)

OTHER SKILLS

- ☐ What time is shown on the clock? (8:18)
- ☐ What is the area of the rectangle? ($3 \times 4 = 12$)
- ☐ What is the area of the polygon? ($8 \times 2 + 2 \times 2 = 20$ sq. units)
- ☐ What is the area of the shape? ($2 \times 7 = 14$). What is the perimeter? $2(2 + 7) = 18$ units

**Record students' answers & take notes
on their problem-solving strategies using
these response sheets**

WHOLE CLASS DATA TRACKING

**PLACE VALUE, ADDITION, & SUBTRACTION
CLASS SPREADSHEET**

SKILL	1	2	3
Rounds whole numbers to the nearest 10 or 100.			
Fluently adds			

**MULTIPLICATION & DIVISION
CLASS SPREADSHEET**

SKILL	1	2	3
Multiply one-digit numbers by a multiple of 10 <90.			
Interprets products of whole numbers.			
Interprets			

**FRACTIONS
CLASS SPREADSHEET**

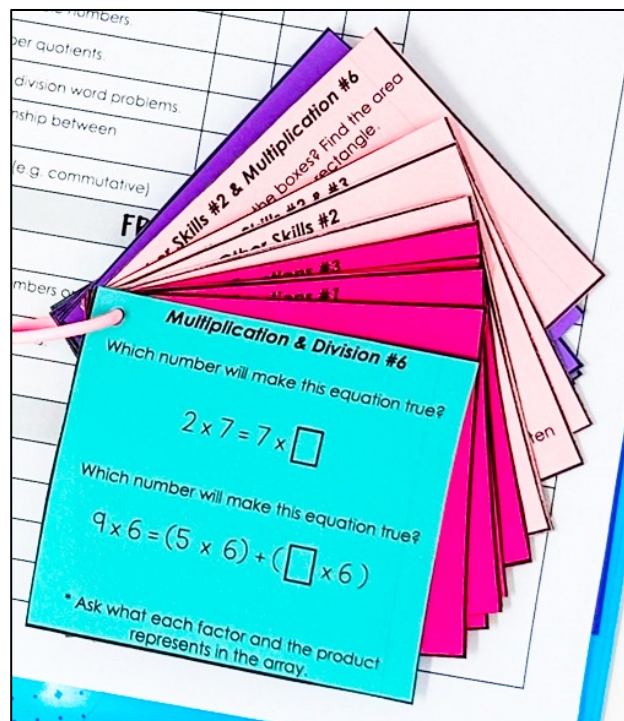
SKILL	1	2	3
Understands fractions as numbers on a number line.			
Understands equivalent			

**OTHER SKILLS
CLASS SPREADSHEET**

SKILL	1	2	3
Tells time to the nearest minute.			
Understands area.			

Organize class data for each skill with these spreadsheets! Ideal to help you form small groups!

ASSESSMENT TASK CARDS



Assess every skill with these assessment cards. Just add a few small manipulatives and you're ready to go!

PLACE VALUE, ADDITION, SUBTRACTION Place Value, Addition, Subtraction #1: No visuals needed 1. "Round 318 to the nearest tens place." 2. "Round 249 to the nearest hundreds place." * Providing tools such as base ten blocks, number lines, or place value mats may be useful depending on strategies taught this year. Be sure to assess how fluently students can solve these problems & note any use of fingers or manipulatives needed.	Place Value, Addition, Subtraction #2-3 Ask students to solve the following addition and subtraction facts within 1,000. Be sure to assess how fluently students can solve these problems & note any use of fingers or manipulatives. If needed, rewrite problems vertically stacked and place values aligned. Addition: 215 + 363 419 + 193 Subtraction: 546 - 323 982 - 764 1,000 - 165 * Show students the problems on the following cards.	Place Value, Addition, Subtraction #3 Solve the following problem: $982 - 764$	Place Value, Addition, Subtraction #3 Solve the following problem: $1,000 - 165$
Place Value, Addition, Subtraction #2 Solve the following problem: $215 + 363$	Place Value, Addition, Subtraction #3 Solve the following problem: $982 - 764$	MULTIPLICATION & DIVISION	Multiplication & Division #1 & #6 Solve the problem. 60×7 * Note if the student used any math properties to solve this problem.
Multiplication & Division #2 & 4 Solve the following problem: You pass out 3 cookies to each of your 7 friends. How many cookies did you hand out?	Multiplication & Division #3 & 4 Solve the following problem: There are 32 buttons on 8 robots. How many buttons does each robot have?	Multiplication & Division #2 Write and solve a multiplication sentence to represent the following: 	Multiplication #3 Draw or create an equal group (or equal share) to represent the following problem: $40 \div 8$
Multiplication & Division #4 Solve the following problem: There are 5 rows in the garden. Each row has 6 carrots. If 8 of the carrots don't sprout, how many carrots are left?	Multiplication & Division #5 1. "What is a multiplication expression could use to help you solve this problem?" $20 \div 5$ 2. "What is a related division expression?"	Fractions #1 Answer the following questions: 1.) What unit fraction is shown on the number line? 2.) What fraction is shown at point A?	Fractions #1 "Draw a number line and label the fraction 1/6." * Students will either need a piece of scratch paper, white board and a marker, or a number line to show their work. * Note if students label the start and end of the number line with 0 and 1. The spaces between each section should be even. Generally, it is helpful if students divide in thirds first, then divide each third in half.
Other Skills #1 What time is shown on the clock? 	Other Skills #2 What is the area of the rectangle? "What multiplication sentence can be written to find the area?"	Fractions #2 Are the following fractions equal? $\frac{1}{4}$ $\frac{3}{6}$	Fractions #2 1. "Which fractions are equivalent?"
Other Skills #2 What is the area of the polygon? 	Other Skills #2 & #3 1.) What is the area of the shape? 2.) What is the perimeter of the shape?	Other Skills #3 Order using >, <, = $\frac{1}{4}$ $\frac{3}{6}$ They should explain the smaller they	OTHER SKILLS

Student Name _____ Date Assessed _____

3RD GRADE MATH SKILLS

Scoring: 1 – beginning 2 – developing 3 – proficient

PLACE VALUE, ADDITION, & SUBTRACTION

SKILL	1	2	3	NOTES:
1. Rounds whole numbers to nearest 10 or 100				
2. Fluently adds within 1000				
3. Fluently subtracts within 1000				

MULTIPLICATION & DIVISION

SKILL	1	2	3	NOTES:
1. Multiplies one-digit numbers by multiple of 10 (e.g., 3×10)				
2. Interprets products of whole numbers				
3. Finds whole-number quotients				
4. Solves multiplication & division word problems				
5. Understands the relationship between multiplication & division				
6. Understands properties (e.g., commutative)				

FRACTIONS

SKILL	1	2	3	NOTES:
1. Understands fractions as numbers on a number line				
2. Understands equivalent fractions				
3. Compares fractions				

OTHER SKILLS

SKILL	1	2	3	NOTES:
1. Tells time to the nearest minute				
2. Understands area				
3. Understands perimeter				

MULTIPLICATION & DIVISION

Quickly assess your students in a one-on-one setting to evaluate their progress!