CALIFORNIA STANDARDS TEST
GRADE 3 MATHEMATICS
(Blueprint adopted by the California State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: GRADE 3	# of Items	%
Number Sense	32	49%
Algebra and Functions	12	18%
Measurement and Geometry	16	25%
Statistics, Data Analysis, and Probability	5	8%
Mathematical Reasoning	Embedded	0%
TOTAL	65	100%

CALIFORNIA CONTENT STANDARDS GRADE 3: By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.	# of Items
NS 2.4* Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 × 3 = ___).	5
NS 2.1* Find the sum or difference of two whole numbers between 0 and 10,000.	4
NS 3.3* 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
AF 1.1* Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	4
NS 1.3* Identify the place value for each digit in numbers to 10,000.	3
NS 1.5* Use expanded notation to represent numbers (e.g.,3,206 = 3,000 + 200 + 6).	3
NS 2.3* Use the inverse relationship of multiplication and division to compute and check results.	3
AF 2.1* 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

*   Key standards (*Mathematics Framework for California Public Schools*, chapter 3) comprise a minimum of 70% of the test

**   Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

*** Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands.

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MG 1.2* 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**
MG 1.3* Find the perimeter of a polygon with integer sides.	**3**
NS 3.2* Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as ½).	**2**
MG 2.1* Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	**2**
MG 2.2* 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**
MG 2.3* 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**
SDAP 1.2* 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**
SDAP 1.3* 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**
NS 1.2 Compare and order whole numbers to 10,000.	**1**
NS 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = ___).	**1**
NS 2.6 Understand the special properties of 0 and 1 in multiplication and division.	**1**
NS 2.7 Determine the unit cost when given the total cost and number of units.	**1**
NS 2.8 Solve problems that require two or more of the skills mentioned above.	**1**
NS 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ 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 ¼).	**1**
NS 3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is ½ of a dollar, 75 cents is ¾ of a dollar).	**1**
AF 1.2 Solve problems involving numeric equations or inequalities.	**1**

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AF 1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 ___ 3 = 12, what operational symbol goes in the blank?).	**1**
AF 1.4 Express simple unit conversions in symbolic form (e.g., _____inches = _____feet × 12).	**1**
AF 1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 × 7 = 35, then what is 7 × 5? and if 5 × 7 × 3 = 105, then what is 7 × 3 × 5?).	**1**
AF 2.1 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**
MG 1.1 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**
MG 1.2 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	**1**
SDAP 1.1 Identify whether common events are certain, likely, unlikely, or improbable.	**1**
NS 1.1 Count, read, and writes whole numbers to 10,000.	**1/2****
NS 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	**1/2****
MG 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	**2/3****
MG 2.5 Identify, describes, and classifies common three- dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder).	**2/3****
MG 2.6 Identify common solid objects that are the components needed to make a more complex solid object.	**2/3****
NS 2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.	**NA*****
SDAP 1.4 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).	**NA*****
MR 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	**Embedded**
MR 1.2 Determine when and how to break a problem into simpler parts.	**Embedded**
MR 2.1 Use estimation to verify the reasonableness of calculated results.	**Embedded**

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MR 2.2 Apply strategies and results from simpler problems to more complex problems.	**Embedded**
MR 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	**Embedded**
MR 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	**Embedded**
MR 2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	**Embedded**
MR 2.6 Make precise calculations and check the validity of the results from the context of the problem.	**Embedded**
MR 3.1 Evaluate the reasonableness of the solution in the context of the original situation.	**Embedded**
MR 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	**Embedded**
MR 3.3 Develop generalizations of the results obtained and apply them in other circumstances.	**Embedded**

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