

# 3<sup>rd</sup> Grade Snapshot Assessments

## Module 1 Answer Key

### Standard 3.OA.1

1.  $5 \times 2$
2. Look for  $2 \times 10$  array
3. Answers may vary

### Standard 3.OA.2

1. Student divides the group of gummy bears in half and writes the equation  $3 \times 2$
2. 3
3. 5
4. 9; student writes a word problem for the expression

### Standard 3.OA.3

1. 2 goldfish crackers in each bowl
2. 50 desks
3. 6 stickers each
4. 10 days

### Standard 3.OA.4

1. 20
2. 2; 7
3. A = no  
B = yes  
C = yes  
D = no
4. A = yes  
B = yes  
C = no  
D = yes

### **Standard 3.OA.5**

1. Answers will vary
2. Answers will vary
3. A = yes  
B = no  
C = no  
D = yes
4. Answers will vary

### **Standard 3.OA.6**

1. 4
2.  $15 \div 3 = 5$  because  $5 \times 3 = 15$
3.  $9 \times 2 = 18$  because there are 9 groups of 2 in 18.
4. Student chooses  $45 = 5 \times 9$  and  $45 = 9 \times 5$ ; answers may vary for the second question.

### **Standard 3.OA.7**

1. 4
2. 6
3. Student correctly matches the multiplication and division equations.
4. A = no  
B = yes  
C = yes  
D = no

### **Standard 3.OA.9**

1.  $\times 1$
2. Even because all multiples of two are even numbers.
3. Answers may vary

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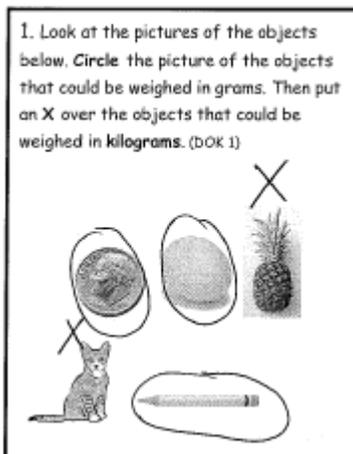
## Module 2 Answer Key

### Standard 3.MD.1

1. 2:55
2. 9:27
3. 1 hour 10 minutes
4. Student shows the correct time on Clock B

### Standard 3.MD.2

1.



2. Liters
3. 85 grams
4. 40 grams

### Standard 3.MD.2

1. 4kg
2. 44ml
3. 16lbs
4. 125 liters

### **Standard 3.NBT.1**

1. 700
2. 340
3. 547 and 552
4. Round to the nearest tens, which would be \$650. If you rounded to the nearest hundred it would be \$600, not enough money.

### **Standard 3.NBT.2**

1. 662
2. 713
3. 7 hundreds, 8 tens, 4 ones; answers may vary

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## Module 3 Answer Key

### Standard 3.OA.1

1.  $4 \times 6 = 24$
2.  $7 \times 4 = 28$
3. Answers will vary

### Standard 3.OA.4

1.  $4 \times 6 = 24$   
 $60 \div 10 = 6$   
 $6 \times 2 = 12$
2.  $\triangle = 7$        $\square = 8$
3. Student matches equations;  
 $6 \times 6 = 36$   
 $7 \times 8 = 56$   
 $2 \times 8 = 16$   
 $10 \times 5 = 50$
4. A = no  
B = yes  
C = yes  
D = yes

### Standard 3.OA.5

1. Answers will vary; product is 32
2. A and D
3. A = yes  
B = no  
C = yes  
D = yes
4. Yes, because three groups of four plus six groups of four is a total of nine groups of four.

### Standard 3.OA.7

1.  $\triangle = 7$
2. Student correctly matches the multiplication and division equations
3. A = no  
B = yes  
C = no  
D = yes
4. True; true; false

### Standard 3.OA.8

1. Part A:  $4 \times 6 = 24$   
Part B: \$6
2. Mrs. Morse's;  $500 + 300$  is 800, which is the greatest amount.
3. 7 chairs
4. 18 eggs

### Standard 3.OA.9

1. 43 does not belong because it is not a multiple of six like all the other numbers.
2.  $\$18 \div 3 = \$6$
- 3.

3. Use the multiplication chart for factors 1-6 to color in all **odd** numbers.  
(DOK 3, 2 points)

x	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36

Why are there never two odd numbers next to each other on this chart? Explain using words, numbers and/ or pictures.

An odd x even = even and an even x even = even.

Will this pattern continue with a larger multiplication chart? Explain.

Yes

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## Module 4 Answer Key

### Standard 3.MD.5

1. Student chooses the third figure; it has the largest area because it had the most square units shaded, 26 square units.
2. Answers will vary.

### Standard 3.MD.6

1. Answers may vary – possible answers include 1 x 100, 2 x 50, 4 x 25
2. 7 square units
3. Yes, they both have an area of 12 square units.
4. 11 square units

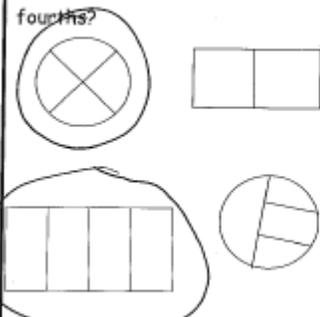
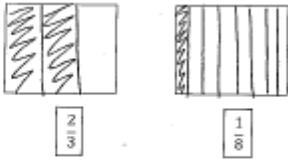
### Standard 3.MD.7

1. Answers may vary – possible answers include 2 x 6 and 3 x 4
2. 40ft<sup>2</sup>
3. The area of Table A is 15ft<sup>2</sup>; student fills in the rest of the table to show 6 x 5 = 30ft<sup>2</sup>

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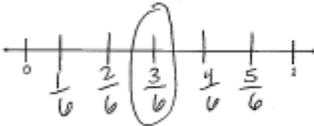
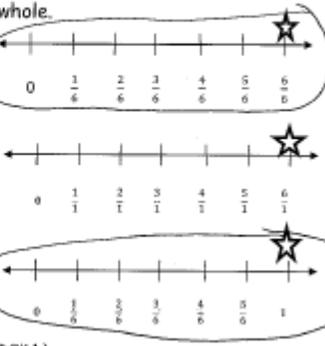
## Module 5 Answer Key

### Standard 3.NF.1

<p>1. Circle the following shapes that are equal to the unit fraction <math>\frac{1}{4}</math>?</p>  <p>(DOK 1)</p>	<p>2. Complete each shape to represent the fraction.</p>  <p>(DOK 1)</p>
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1. and 2.
3. Student draws a picture; the numerator represents parts of the whole.
4. Franklin is correct – both shapes represent  $\frac{1}{4}$ . Figure B has a total of 16 square units and 4 are shaded.  $\frac{4}{16} = \frac{1}{4}$ .

### Standard 3.NF.2

<p>1. Locate and label the fraction <math>\frac{3}{6}</math> on the following number line.</p>  <p>(DOK 1)</p>	<p>2. Circle the following number lines that are <del>correctly</del> <sup>correctly</sup> labeled as one whole.</p>  <p>(DOK 1)</p>
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1. and 2.
- 3.
4. No, Evan is incorrect because the 1 is not lined up at the end of the number line at  $\frac{4}{4} = 1$ .

# Standard 3.NF.3

<p>1. Use the number lines below to locate and label equivalent fractions to <math>\frac{1}{2}</math>.</p> <p>(DOK 1)</p>	<p>2. Shade and label each set to create equivalent fractions. (DOK 2)</p> <p><i>- answers vary -</i></p> <p>Set 1: <span style="float: right;">Fraction</span></p> <p><math>\frac{2}{6}</math> <math>\frac{1}{3}</math></p> <p>Set 2:</p> <p><math>\frac{2}{4}</math> <math>\frac{4}{8}</math></p>
<p>3. Circle all of the following that are equal to one whole?</p> <p><math>\left(\frac{1}{1}\right)</math> <math>\frac{5}{4}</math> <math>\frac{3}{1}</math> <math>\frac{4}{2}</math> <math>\left(\frac{2}{2}\right)</math></p> <p>Write two more fractions not listed above equal to one whole.</p> <p><math>\frac{6}{6}</math> <math>\frac{8}{8}</math></p> <p><i>- Answers vary -</i></p> <p>(DOK 2)</p>	<p>4. David says, "When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is greater." Use the number line below to show if you agree or disagree with David.</p> <p>Explain why you agree or disagree.</p> <p><i>As the denominator gets larger, the size of the fraction becomes smaller.</i></p> <p>(DOK 3) <math>\frac{1}{8} &lt; \frac{1}{4}</math></p>

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## Module 7 Answer Key

### Standard 3.G.1

2. Student crosses out the three shapes that do not have exactly four sides.
3. Answers will vary
4. No, because a parallelogram has two sets of parallel lines; they are all quadrilaterals.

### Standard 3.MD.8

1.  $55 \times 4 = 20 + 200 = 220\text{cm}$
2. Answers will vary
3. The perimeter is 30 units; agree with Jose because there are many more sides in his figure making the perimeter greater.