

Alaska

**COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT
STANDARDS BASED ASSESSMENTS (SBA)**

Mathematics Item Sampler

Grade 3



Alaska Department of Education & Early Development

INTRODUCTION

The Assessment Item Sampler is designed to help teachers assist students to do their best on the Alaska Comprehensive System of Student Assessment, Standards Based Assessments in grades 3 through 9. Data Recognition Corporation, the contractor designing the Standards Based Assessments, produced this item sampler from questions developed for Alaska.

The Standards Based Assessments are designed to estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school accountability system. Results are valuable for districts, schools, and students. Results are used to measure a school's Adequate Yearly Progress in accordance with No Child Left Behind. Additionally, these assessments, because they are consistent across grade levels, provide the ability to gauge students' academic progress. This test combined with other information from classroom and local assessments provides districts with valuable student performance data and degrees of mastery.

The Assessment Item Sampler was developed to give students and teachers a practical way to become familiar with the kinds of test questions that will appear on the Standards Based Assessments. The Assessment Item Sampler is in no way a predictor of the test taker's ability to perform on the actual Standards Based Assessments, nor are the questions the same as those on the actual test. The questions on the item sampler reflect the type of questions one might see on the actual assessment. The length of the item sampler does not reflect the amount of time it will take for a student to complete the actual Standards Based Assessments. The purpose of the sampler is to help teachers become familiar with the Standards Based Assessments and give them a tool to use with students as they prepare for the assessment.

Additional copies of the Assessment Item Sampler can be downloaded from the Alaska Department of Education & Early Development Web site by going to <http://www.eed.state.ak.us/tls/assessment/sba.html>.

Mathematics Item Sampler: Grade 3

Reporting Category: Numeration

Grade Level Expectation: N-2

1. The Yukon River is about 1,980 miles long. Which digit is in the hundreds place?

- (A) 0
 - (B) 1
 - (C) 8
 - (D) 9
-

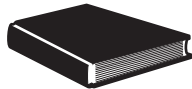
Reporting Category: Measurement

Grade Level Expectation: MEA-3

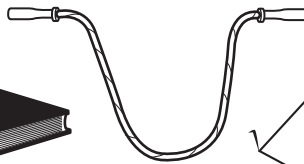
2. Allison brought the items shown below on a camping trip.



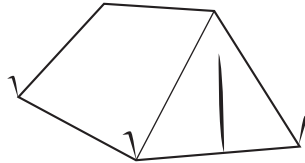
bike



book



jump rope



tent

Which item is less than 2 feet long?

- (A) bike
- (B) book
- (C) jump rope
- (D) tent

Mathematics Item Sampler: Grade 3

Reporting Category: Estimation & Computation

Grade Level Expectation: E&C-2

4. Gordon watched 3 movies. The first movie was 184 minutes long. The second movie was 93 minutes long. The third movie was 204 minutes long. **About** how long did Gordon watch the 3 movies?
- Ⓐ 300 minutes
 - Ⓑ 400 minutes
 - Ⓒ 500 minutes
 - Ⓓ 600 minutes
-

Reporting Category: Geometry

Grade Level Expectation: G-2

5. Jeremy made a frame for a picture. The frame has 4 sides. The sides are **not** all the same length. What shape could the frame be?
- Ⓐ rectangle
 - Ⓑ circle
 - Ⓒ square
 - Ⓓ triangle

Mathematics Item Sampler: Grade 3

Reporting Category: Statistics & Probability

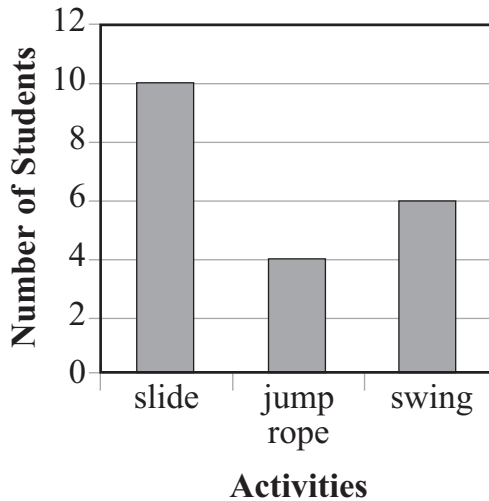
Grade Level Expectation: S&P-1

6. The teacher asked the students which recess activities they like.

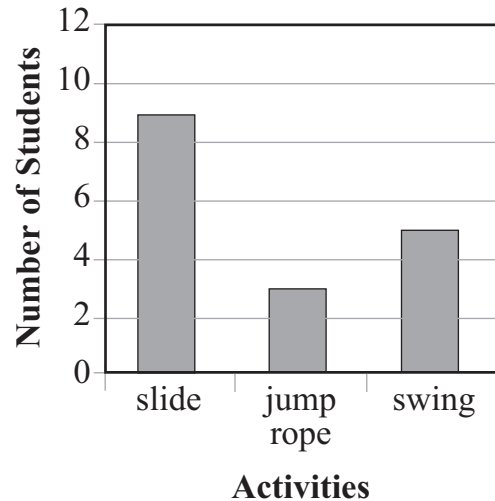
- 10 students like to slide
- 4 students like to jump rope
- 6 students like to swing

Which bar graph shows the data?

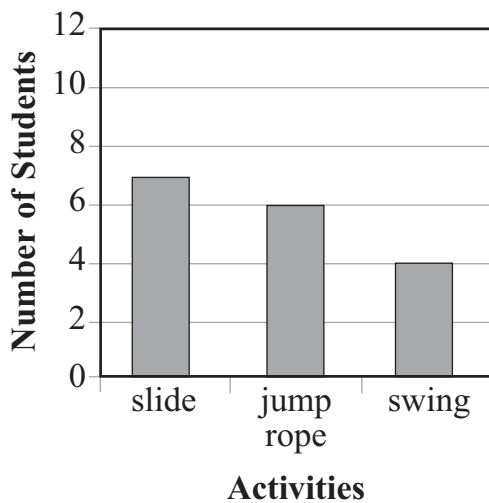
(A) Favorite Recess Activities



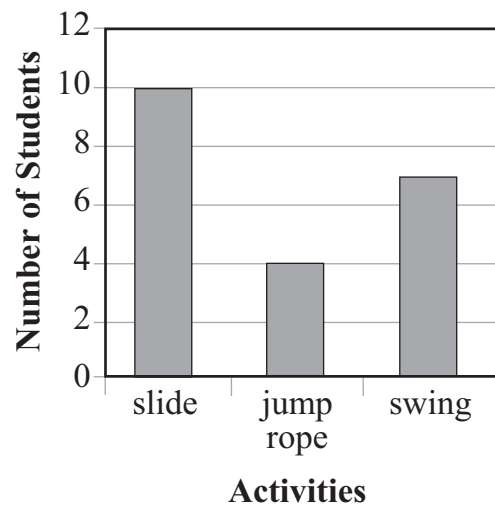
(B) Favorite Recess Activities



(C) Favorite Recess Activities



(D) Favorite Recess Activities



Mathematics Item Sampler: Grade 3

Reporting Category: Numeration
Grade Level Expectation: N-5

7. Jasmine's shoes are shown below.



Jasmine knows that $\frac{3}{4}$ of her shoes have shoelaces. What is another way to write how many shoes have shoelaces?

- (A) $\frac{2}{8}$
- (B) $\frac{3}{8}$
- (C) $\frac{6}{8}$
- (D) $\frac{4}{3}$

Reporting Category: Measurement
Grade Level Expectation: MEA-5

8. Luis has 4 coins. Their value is \$0.32. Which coins does Luis have?

- (A) 3 dimes and 1 penny
- (B) 1 quarter, 1 nickel, and 2 pennies
- (C) 1 quarter, 1 dime, and 2 pennies
- (D) 2 quarters and 2 pennies

Mathematics Item Sampler: Grade 3

Reporting Category: Estimation & Computation
Grade Level Expectation: E&C-4

9. Katie caught 26 fish in the morning and 17 fish in the afternoon. How many fish in all did Katie catch?
- Ⓐ 31
 - Ⓑ 33
 - Ⓒ 42
 - Ⓓ 43

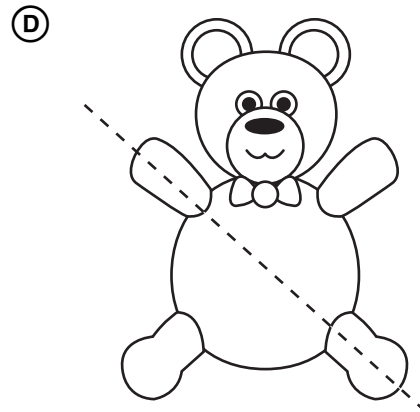
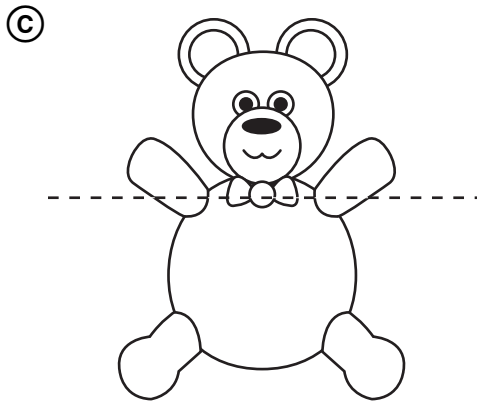
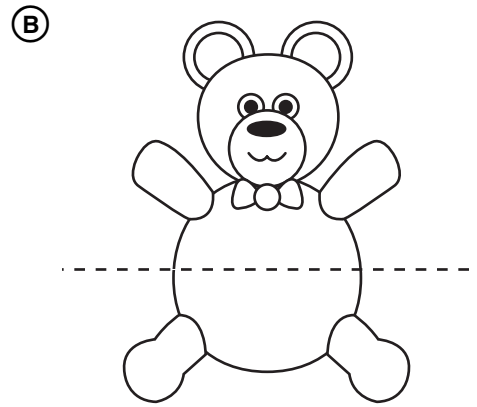
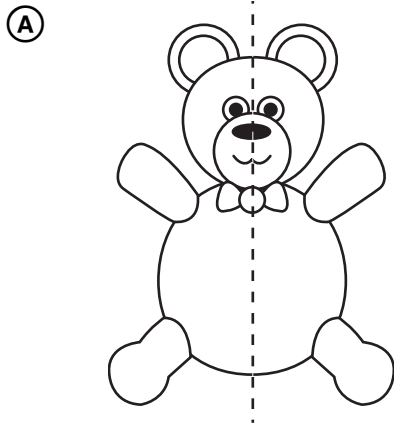
Reporting Category: Functions & Relationships
Grade Level Expectation: F&R-4

10. Tonya had 15 stickers. She gave 9 to her friends. Which number sentence shows how many stickers Tonya has left?
- Ⓐ $15 - 9 = \square$
 - Ⓑ $15 + 9 = \square$
 - Ⓒ $\square - 15 = 9$
 - Ⓓ $\square - 9 = 15$

Mathematics Item Sampler: Grade 3

Reporting Category: Geometry
Grade Level Expectation: G-3

11. Which picture shows a line of symmetry?

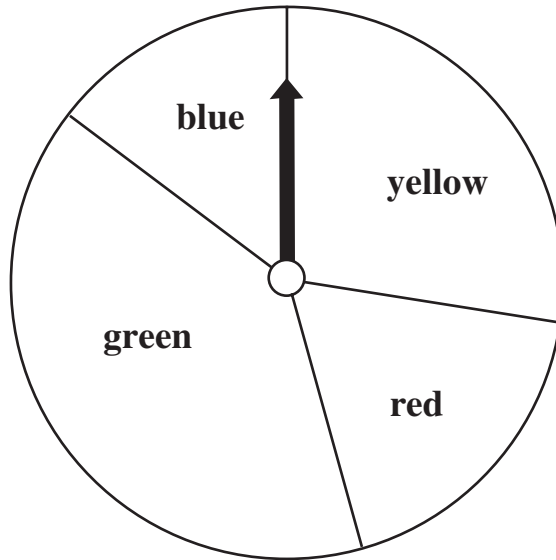


Mathematics Item Sampler: Grade 3

Reporting Category: Statistics & Probability

Grade Level Expectation: S&P-5

12. Kerry used the spinner shown below.



On which color is the arrow **most likely** to land?

- Ⓐ red
- Ⓑ yellow
- Ⓒ blue
- Ⓓ green

Mathematics Item Sampler: Grade 3





Reporting Category: Statistics & Probability

Grade Level Expectation: S&P-2

Short Constructed Response (2 points)

13. The pictograph below shows the number of books 4 students read.

Number of Books Read

Carl	
Kim	
Nick	
Sheila	

Key:  = 4 books

How many books did Sheila read? Show all of your work and write your answer in the box below.

<p>Answer: _____ books</p>
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Mathematics Item Sampler: Grade 3

Reporting Category: Functions & Relationships

Grade Level Expectation: F&R-1

Extended Constructed Response (4 points)

14. Tonika wrote the number pattern below.

60, 55, 50, 45, ____, ____

- A.** In the spaces above, write the next 2 numbers in Tonika's pattern.
- B.** On the lines below, write the rule for Tonika's number pattern.

- C.** On the lines below, tell why the number 24 will not be in Tonika's pattern.



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Grade 3**

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