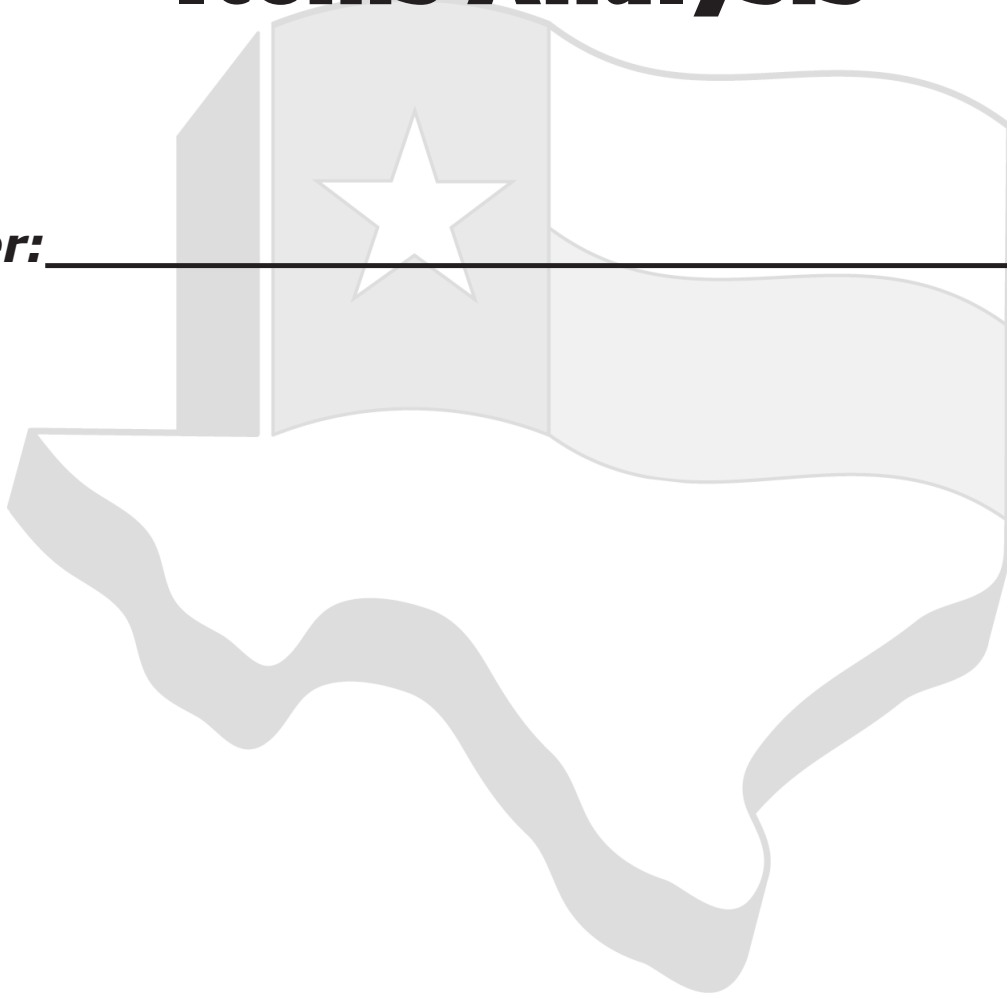


Step Up to the TEKS
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Third Grade Mathematics

2017 Released Items Analysis

Teacher: _____



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Edition I



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3rd Grade Mathematics

Released Items

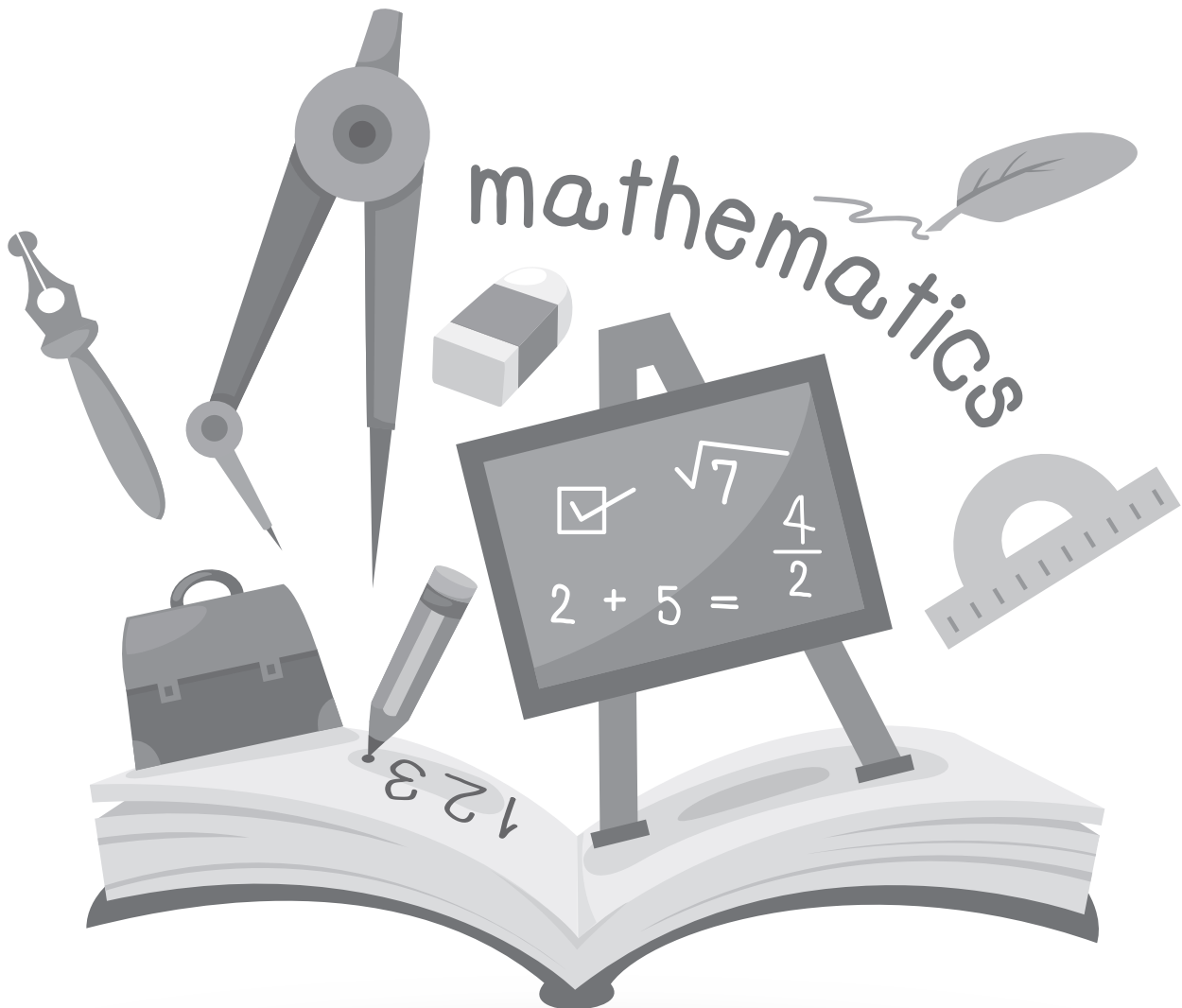
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Teacher: _____

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Instructional Analysis **2017 Released Test**



TEKS 3.2A Readiness Standard

compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate

ITEM

16 Which of these describes the number 35,824?

- F** The sum of three thousands, five thousands, eight hundreds, two tens, and four ones
- G** The sum of thirty-five hundreds, eight tens, and twenty-four ones
- H** The sum of three ten thousands, five thousands, eight hundreds, two tens, and four ones
- J** The sum of five ten thousands, three thousands, eight hundreds, two tens, and four ones

Item Analysis

Verb	Decompose
Using or Including	Expanded Notation
Concept	Sum of Numbers up to 100,000
Process TEKS	3.1B, 3.1G

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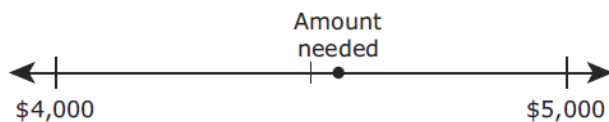
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TEKS 3.2C Supporting Standard

represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers

ITEM

31 The point on the number line represents the amount of money needed to build a garage.



Which statement best describes the amount of money needed to build the garage?

- A** The amount of money needed is more than \$5,000.
- B** The amount of money needed is less than \$4,000.
- C** The amount of money needed is about \$5,000, because the point is closer to \$5,000.
- D** The amount of money needed is about \$4,000, because the point is closer to \$4,000.

Item Analysis

Verb	Represent
Using or Including	Words to Describe
Concept	Numbers of a Number Line
Process TEKS	3.1B, 3.1E, 3.1G

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TEKS 3.2D Readiness Standard

compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$

ITEM

13 The table shows the land areas of some states.

Land Areas

State	Area (square miles)
Arkansas	52,068
Louisiana	43,204
Alabama	50,744
Oklahoma	68,667
Mississippi	46,907

Which comparison of two land areas is NOT true?

- A** The land area of Alabama $>$ the land area of Mississippi
- B** The land area of Arkansas $<$ the land area of Alabama
- C** The land area of Oklahoma $>$ the land area of Louisiana
- D** The land area of Louisiana $<$ the land area of Mississippi

Item Analysis

Verb	Compare
Using or Including	Using Symbols
Concept	Whole Numbers up to 100,000
Process TEKS	3.1A, 3.1B, 3.1E, 3.1G

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TEKS 3.2D Readiness Standard

compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$

ITEM

27 The list shows three clues about a number.

- The number is less than 6,538.
- The number is greater than 6,355.
- The number has a digit less than 5 in the hundreds place.

Which of these could be the number described?

- A** 6,549
- B** 6,268
- C** 6,519
- D** 6,449

Item Analysis

Verb	Order
Using or Including	NA
Concept	Whole Numbers up to 100,000
Process TEKS	3.1B, 3.1E, 3.1F

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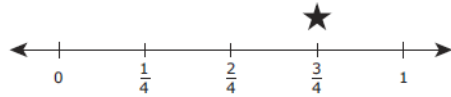
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TEKS 3.3F Readiness Standard

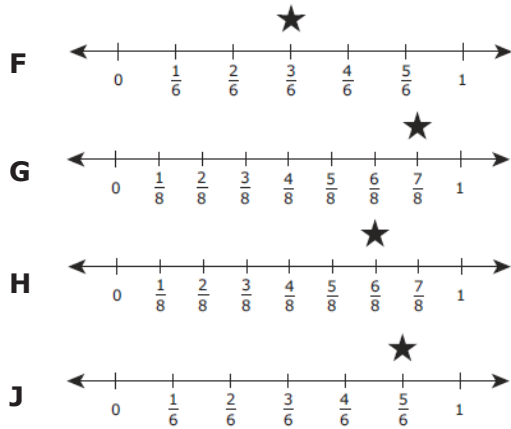
represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines

ITEM

20 Eddie marked the fraction $\frac{3}{4}$ with a star on the number line shown.



Which of these number lines shows a fraction equivalent to marked with a star?



Item Analysis

Verb	Represent
Using or Including	Number Line
Concept	Equivalent Fractions
Process TEKS	3.1A, 3.1B, 3.1D, 3.1F

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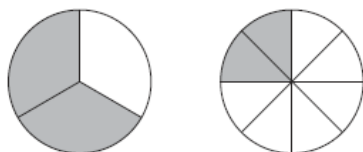
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TEKS 3.3H Readiness Standard

compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models

ITEM

11 The models shown are the same size and are each divided into equal parts. The models are shaded to show two fractions.



Based on the models, which statement is true?

- A** $\frac{1}{3}$ is greater than $\frac{6}{8}$, because thirds are larger than eighths
- B** $\frac{2}{3}$ is greater than $\frac{2}{8}$, because 2 shaded parts out of 3 parts is greater than 2 shaded parts out of 8 parts
- C** $\frac{1}{3}$ is less than $\frac{2}{8}$, because 1 shaded part out of 3 parts is less than 2 shaded parts out of 8 parts
- D** $\frac{2}{3}$ is less than $\frac{2}{8}$, because thirds are smaller than eighths

Item Analysis

Verb	Compare
Using or Including	Pictorial Models
Concept	Fractions with the Same Numerator
Process TEKS	3.1B, 3.1D, 3.1G

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TEKS 3.4I Supporting Standard
determine if a number is even or odd using divisibility rules

ITEM

6 These six basketball jerseys are hanging on a wall. Lori's favorite basketball players each have an odd number on their jerseys.



Which list shows only the numbers of Lori's favorite basketball players?

- F 10, 21, 25, 33
- G 21, 25, 33
- H 21, 50, 52
- J 10, 33, 50, 52

Item Analysis

Verb	Determine
Using or Including	Using Divisibility Rules
Concept	Even or Odd Numbers
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.7A Supporting Standard
represent fractions of halves, fourths, and eighths as distances from zero on a number line

ITEM

2 The number line represents a distance of 1 foot.



On which of these number lines does point *H* represent $\frac{1}{2}$ foot?

- F
- G
- H
- J

Item Analysis

Verb	Represent
Using or Including	Number Line
Concept	Halves
Process TEKS	3.1B, 3.1E, 3.1F

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TEKS 3.4A Readiness Standard

solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

ITEM

7 Erika’s goal is to practice playing her guitar for 300 minutes this week.

- On Sunday she practiced for 117 minutes.
- On Tuesday she practiced for 58 minutes.

How many more minutes does Erika need to practice in order to meet her goal?

- A** 125 minutes
- B** 235 minutes
- C** 475 minutes
- D** 175 minutes

Item Analysis

Verb

Solve

Using or Including

Strategies

Concept

Addition

Process TEKS

3.1A, 3.1B, 3.1F

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TEKS 3.4A Readiness Standard

solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

ITEM

19 The table shows the numbers of puzzle pieces in four puzzles. Derek put together the two puzzles that had the greatest numbers of pieces.

Puzzle Pieces

Puzzle	Number of Pieces
Lion	402
Boat	498
Garden	419
Waterfall	473

What is the total number of pieces in these two puzzles?

- A** 961
- B** 900
- C** 861
- D** Not here

Item Analysis

Verb

Solve

Using or Including

Strategies

Concept

Addition

Process TEKS

3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.4F Supporting Standard

recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts

ITEM

17 Kevin and his two brothers ate a bowl of grapes. There were 27 grapes in the bowl. Each boy ate the same number of grapes. What is the number of grapes each boy ate?

- A** 54
- B** 81
- C** 7
- D** 9

Item Analysis

Verb	Recall
Using or Including	Facts up to 10 by 10
Concept	Division Fact
Process TEKS	3.1A, 3.1B, 3.1F

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TEKS 3.4G Supporting Standard

use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

ITEM

12 A baseball league bought 9 boxes of baseballs. Each box contained 36 baseballs. How many baseballs did the league buy?

- F** 324
- G** 274
- H** 84
- J** 34

Item Analysis

Verb	Use
Using or Including	Strategies
Concept	Multiply Two Digit by One Digit
Process TEKS	3.1A, 3.1B, 3.1F

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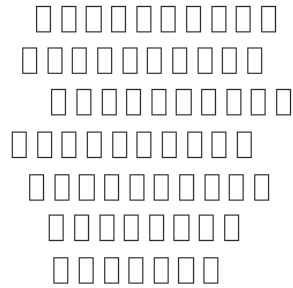


TEKS 3.4H Supporting Standard

determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally

ITEM

32 In math class 5 students split up 65 flash cards to practice their math facts. The picture shows the total number of flash cards. Each student took the same number of flash cards.



What is the number of flash cards each student took?

- F** 13
- G** 15
- H** 70
- J** 60

Item Analysis

Verb	Determine
Using or Including	Objects
Concept	Equal Shares
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.4J Supporting Standard

determine a quotient using the relationship between multiplication and division

ITEM

23 Scott has 28 toy cars to put on 4 shelves. He wants to put the same number of cars on each shelf. How many toy cars should Scott put on each shelf?

- A** 32, because $4 + 28 = 32$
- B** 112, because $28 \times 4 = 112$
- C** 7, because $4 \times 7 = 28$
- D** 24, because $28 - 24 = 4$

Item Analysis

Verb	Determine
Using or Including	Relationship
Concept	Quotient
Process TEKS	3.1A, 3.1B, 3.1G

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TEKS 3.4K Readiness Standard

solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts

ITEM

5 Aaron will place 99 towels on a shelf. He will make 9 equal stacks.
How many towels will be in each stack?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Solve
Using or Including	Strategies
Concept	One-step Multiplication
Process TEKS	3.1A, 3.1B, 3.1F

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TEKS 3.5A Readiness Standard

represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

ITEM

1 An art teacher had 736 crayons.

- She threw away 197 broken crayons.
- Then she bought 150 more crayons.

Which equation shows how to find the number of crayons the art teacher has now?

- A** $736 - 197 - 150 = \square$
- B** $736 - 197 + 150 = \square$
- C** $736 + 197 + 150 = \square$
- D** $736 + 197 150 = \square$

Item Analysis

Verb	Represent
Using or Including	Equations
Concept	Addition and Subtraction
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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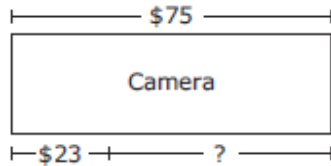
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TEKS 3.5A Readiness Standard

represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

ITEM

28 Timothy wants to buy a camera that costs \$75. He has saved \$23, as shown in the model.



Which equation can be used to find how much more money Timothy needs in order to buy the camera?

- F $\$75 + \$52 = \square$
- G $\$75 + \$23 = \square$
- H $\$75 - \$23 = \square$
- J $\$52 - \$23 = \square$

Item Analysis

Verb	Represent
Using or Including	Pictorial Models
Concept	One-Step Subtraction
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.5B Readiness Standard

represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

ITEM

9 Gina has 42 mushrooms to put into 6 salads. She wants to put the same number of mushrooms in each salad.

Which strip diagram shows how to find the number of mushrooms that Gina should put in each salad?

- A

7	7	7	7	7	7
---	---	---	---	---	---
- B

6	6	6	6	6	6
---	---	---	---	---	---
- C

42	42	42	42	42	42
----	----	----	----	----	----
- D

7	7	7	7	7	7	7
---	---	---	---	---	---	---

Item Analysis

Verb	Represent
Using or Including	Strip Diagram
Concept	One-Step Division
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.5B Readiness Standard

represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

ITEM

21 A classroom currently contains 6 rows of chairs with 5 chairs per row. On parents' night the classroom had twice as many chairs.
Which number sentence can be used to find the number of chairs in the classroom on parents' night?

F $6 + 5 + 2 = \square$

G $6 \times 5 \times 2 = \square$

H $6 \times 5 \div 2 = \square$

J $6 + 5 \times 2 = \square$

Item Analysis

Verb	Represent
Using or Including	Equations
Concept	Two-Step Multiplication
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.5E Readiness Standard

represent real-world relationships using number pairs in a table and verbal descriptions

ITEM

15 Kacie sold bracelets at a store. She sold 3 bracelets for 1 dollar. Which table represents the numbers of bracelets that would be sold for different numbers of dollars?

Bracelets Sold

Number of Dollars	Number of Bracelets
1	3
2	4
4	6
5	10

A

Bracelets Sold

Number of Dollars	Number of Bracelets
3	1
4	2
6	4
10	5

C

Bracelets Sold

Number of Dollars	Number of Bracelets
1	3
2	6
4	12
5	15

B

Bracelets Sold

Number of Dollars	Number of Bracelets
3	1
6	2
12	4
15	5

D

Item Analysis

Verb	Represent
Using or Including	Table
Concept	Relationship Between Number Pairs
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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TEKS 3.5E Readiness Standard
represent real-world relationships using number pairs in a table and verbal descriptions

ITEM
25 Mr. Morales gives bonus points when a challenge question on a test is answered correctly. The table shows the relationship between test scores before and after Mr. Morales gives the bonus points.

Test Scores

Test Score Before Bonus Points	Test Score After Bonus Points
77	81
79	83
81	85
83	87

Which of these describes the relationship shown in the table?

- A** The test score before bonus points minus 2 equals the test score after bonus points.
- B** The test score before bonus points minus 4 equals the test score after bonus points.
- C** The test score before bonus points plus 2 equals the test score after bonus points.
- D** The test score before bonus points plus 4 equals the test score after bonus points.

Item Analysis	
Verb	Represent
Using or Including	Table
Concept	Verbal Description
Process TEKS	3.1A, 3.1B, 3.1E, 3.1G

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ITEM

ITEM

Item Analysis	
Verb	
Using or Including	
Concept	
Process TEKS	

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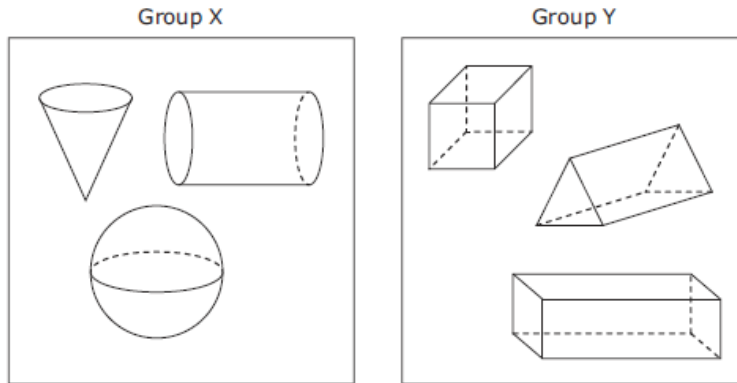
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TEKS 3.6A Readiness Standard

classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language

ITEM

8 Zayne sorted some figures into two groups.



Which statement about the figures Zayne sorted is true?

- F** All the figures in Group X are cylinders.
- G** All the figures in Group X are cones.
- H** All the figures in Group Y are prisms.
- J** All the figures in Group Y are rectangular prisms.

Item Analysis

Verb	Classify
Using or Including	Cones, Cylinders, Rectangular Prisms, Triangular Prisms
Concept	Formal Geometric Language
Process TEKS	3.1A, 3.1B, 3.1E, 3.1G

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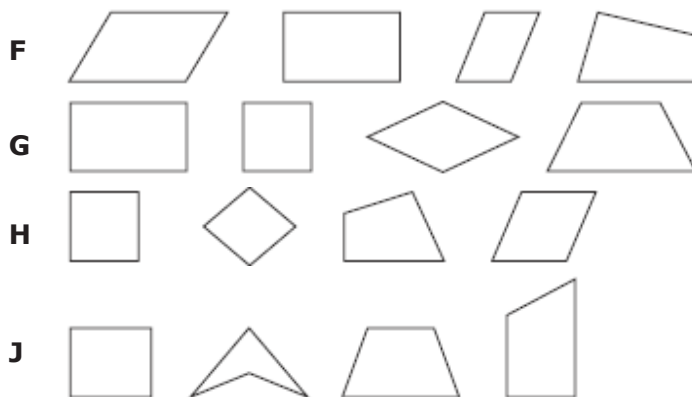
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TEKS 3.6B Supporting Standard

use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories

ITEM

26 In which set do all the figures appear to be either a rhombus, parallelogram, trapezoid, rectangle, or square?



Item Analysis

Verb	Use
Using or Including	NA
Concept	Attributes
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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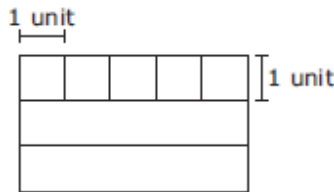
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TEKS 3.6C Readiness Standard

determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row

ITEM

3 A model of a rectangular bulletin board is shown. The top row has been divided into squares of equal size.



The rest of the model will also be divided into squares of the same size. What is the area in square units represented by this model?

- A** 8 square units
- B** 15 square units
- C** 12 square units
- D** 16 square units

Item Analysis

Verb	Determine
Using or Including	Multiplication
Concept	Area of Rectangles
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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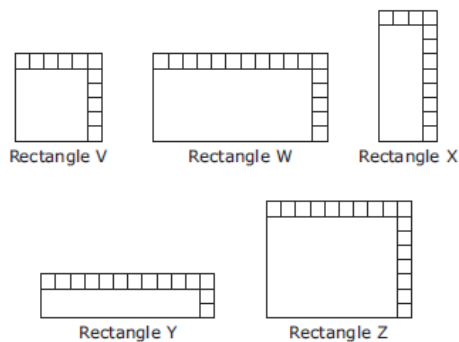
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TEKS 3.6C Readiness Standard

determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row

ITEM

22 Each rectangle shown will be covered with equal-size squares. Some of the squares have been placed as shown.



□ = 1 square centimeter

Which of these rectangles have an area of 36 square centimeters?

- F** Rectangles V, W, X, Y, and Z
- G** Rectangles X and Y only
- H** Rectangles W and Z only
- J** Rectangles V, X, and Y only

Item Analysis

Verb	Determine
Using or Including	Multiplication
Concept	Area of Rectangles
Process TEKS	3.1B, 3.1E, 3.1G

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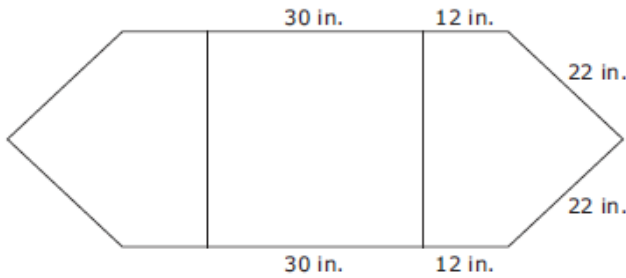
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TEKS 3.7B Readiness Standard

determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems

ITEM

14 Holly made a poster using two congruent pentagons and a square.



What is the perimeter of the poster in inches?
Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb	Determine
Using or Including	NA
Concept	Perimeter
Process TEKS	3.1A, 3.1B, 3.1C, 3.1E, 3.1F

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TEKS 3.7B Readiness Standard

determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems

ITEM

30 A triangle has a perimeter of 18 units. Each side of this triangle is the same length.
What is the length of one side of the triangle in units?

- F** 3 units
- G** 6 units
- H** 19 units
- J** 54 units

Item Analysis

Verb	Determine
Using or Including	NA
Concept	Side Lengths
Process TEKS	3.1B, 3.1F

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TEKS 3.7C Supporting Standard

determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes

ITEM

18 Debra and Shelly started running a race at 9:00 A.M. Debra finished in 45 minutes.

Start Time



Shelly finished the race 20 minutes after Debra did. Which clock shows the time Shelly finished the race?



Item Analysis

Verb	Determine
Using or Including	Pictorial Models
Concept	Addition of Time Intervals
Process TEKS	3.1A, 3.1B, 3.1E, 3.1F

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Item Analysis

Verb	
Using or Including	
Concept	
Process TEKS	

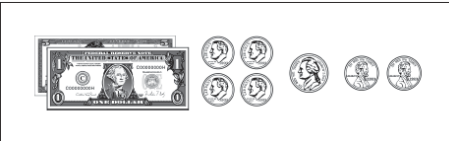
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TEKS 3.4C Supporting Standard
determine the value of a collection of coins and bills


4 Inez did laundry. She found \$6.47 in the pocket of her dad's pants. Which of the following could NOT represent the amount of money Inez found?

A 

B 

C 

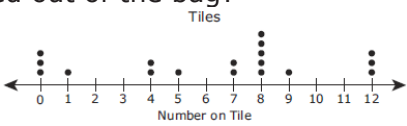
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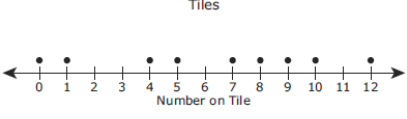
Item Analysis	
Verb	Determine
Using or Including	NA
Concept	Value of a Collection of Coins and Bills
Process TEKS	3.1A, 3.1B, 3.1D, 3.1F
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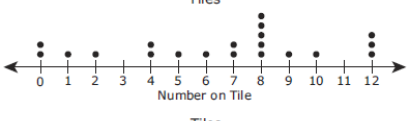
TEKS 3.8A Readiness Standard
summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals

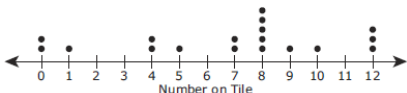
10 Merlin had a bag of tiles. Each tile was labeled with a number. Merlin pulled one tile out of the bag and recorded the number on that tile. He repeated this 18 times. The numbers on the tiles Merlin pulled are shown in the list.


8, 7, 12, 1, 8, 9, 12, 0, 7, 8, 10, 4, 5, 8, 12, 4, 0, 8
Which dot plot represents the numbers on the tiles Merlin pulled out of the bag?

F 

G 

H 

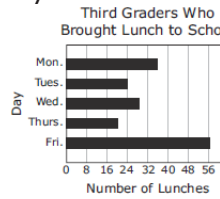
J 

Item Analysis	
Verb	Summarize
Using or Including	Dot Plot
Concept	Set of Data
Process TEKS	3.1A, 3.1B, 3.1D, 3.1F
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TEKS 3.8A Readiness Standard

summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals

29 The bar graph shows the number of third graders who brought lunch to school each day last week.



Which table best represents the data in the graph?

Third Graders Who Brought Lunch to School

F

Day	Number of Lunches
Monday	36
Tuesday	24
Wednesday	28
Thursday	20
Friday	56

Third Graders Who Brought Lunch to School

H

Day	Number of Lunches
Monday	40
Tuesday	24
Wednesday	32
Thursday	24
Friday	56

Third Graders Who Brought Lunch to School

G

Day	Number of Lunches
Monday	32
Tuesday	24
Wednesday	24
Thursday	16
Friday	56

Third Graders Who Brought Lunch to School

J

Day	Number of Lunches
Monday	34
Tuesday	24
Wednesday	26
Thursday	18
Friday	56

Item Analysis

Verb

Summarize

Using or Including

Bar Graph
Frequency Table

Concept

Set of Data

Process TEKS

3.1A, 3.1B, 3.1D, 3.1F

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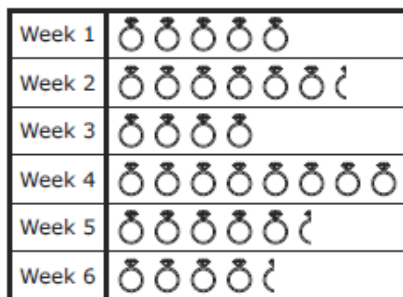
TEKS 3.8B Supporting Standard

solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals

ITEM

24 The graph shows the number of rings Mrs. Adams sold during six weeks at her jewelry store.

Rings Sold



Each means 6 rings sold.

What is the total number of rings Mrs. Adams sold during weeks 4, 5, and 6?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Item Analysis

Verb

Solve

Using or Including

Pictograph

Concept

One-Step Problem

Process TEKS

3.1A, 3.1B, 3.1E, 3.1F

Notes Provided by:



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Category 1
Numerical Representations and Relationships
8 Total Questions

TEKS	Item	Correct Answer	Notes
3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	16	H	
3.2B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	NT		
3.2C represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers	31	C	
3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$	13	B	
	27	D	
3.3A represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines	NT		
3.3B determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line	NT		
3.3C explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number	NT		
3.3D compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$	NT		
3.3E solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8	NT		
3.3F represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	20	H	
3.3G explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model	NT		
3.3H compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	11	B	
3.4I determine if a number is even or odd using divisibility rules	6	G	
3.7A represent fractions of halves, fourths, and eighths as distances from zero on a number line	2	J	

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 5/8 questions

Category 2
Computations and Algebraic Relationships
13 Total Questions

TEKS	Item	Correct Answer	Notes
3.4A solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	7	A	
	19	D	
3.4B round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	NT		
3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	NT		
3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	NT		
3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	17	D	
3.4G use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	12	F	
3.4H determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally	32	F	
3.4J determine a quotient using the relationship between multiplication and division	23	C	
3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	5	11	
3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	1	B	
	28	H	
3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	9	A	
	21	B	
3.5C describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24	NT		
3.5D determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	NT		
3.5E represent real-world relationships using number pairs in a table and verbal descriptions	15	B	
	25	D	

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 9/13 questions

Category 3
Geometry and Measurement
7 Total Questions

TEKS	Item	Correct Answer	Notes
3.6A classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	8	H	
3.6B use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories	26	G	
3.6C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row	3	B	
	22	J	
3.6D decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	NT		
3.6E decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape	NT		
3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	14	196	
	30	G	
3.7C determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes	18	F	
3.7D determine when it is appropriate to use measurements of liquid volume (capacity) or weight	NT		
3.7E determine liquid volume (capacity) or weight using appropriate units and tools	NT		

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 5/7 questions

Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Notes
3.4C determine the value of a collection of coins and bills	4	H	
3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals	10	J	
	29	A	
3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	24	108	
3.9A explain the connection between human capital/labor and income	NT		
3.9B describe the relationship between the availability or scarcity of resources and how that impacts cost	NT		
3.9D explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest	NT		
3.9E list reasons to save and explain the benefit of a savings plan, including for college	NT		

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 2/4 questions

Category 1
Numerical Representations and Relationships
8 Total Questions

TEKS	Item	Correct Answer	Notes
3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	16	H	
3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$	13	B	
	27	D	
3.3F represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	20	H	
3.3H compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	11	B	
3.2B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	NT		
3.2C represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers	31	C	
3.3A represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines	NT		
3.3B determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line	NT		
3.3C explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number	NT		
3.3D compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$	NT		
3.3E solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8	NT		
3.3G explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model	NT		
3.4I determine if a number is even or odd using divisibility rules	6	G	
3.7A represent fractions of halves, fourths, and eighths as distances from zero on a number line	2	J	

Category 2
Computations and Algebraic Relationships
13 Total Questions

TEKS	Item	Correct Answer	Notes
3.4A solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	7	A	
	19	D	
3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	5	11	
3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	1	B	
	28	H	
3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	9	A	
	21	B	
3.5E represent real-world relationships using number pairs in a table and verbal descriptions	15	B	
	25	D	
3.4B round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	NT		
3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	NT		
3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	NT		
3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	17	D	
3.4G use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	12	F	
3.4H determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally	32	F	
3.4J determine a quotient using the relationship between multiplication and division	23	C	
3.5C describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24	NT		
3.5D determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	NT		

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Geometry and Measurement
7 Total Questions

TEKS	Item	Correct Answer	Notes
3.6A classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	8	H	
3.6C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row	3	B	
	22	J	
3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	14	196	
	30	G	
3.6B use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories	26	G	
3.6D decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	NT		
3.6E decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape	NT		
3.7C determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes	18	F	
3.7D determine when it is appropriate to use measurements of liquid volume (capacity) or weight	NT		
3.7E determine liquid volume (capacity) or weight using appropriate units and tools	NT		

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 Readiness TEKS - 5/7 questions

Category 4
Data Analysis and Personal Finance
4 Total Questions

TEKS	Item	Correct Answer	Notes
3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals	10	J	
	29	A	
3.4C determine the value of a collection of coins and bills	4	H	
3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	24	108	
3.9A explain the connection between human capital/labor and income	NT		
3.9B describe the relationship between the availability or scarcity of resources and how that impacts cost	NT		
3.9D explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest	NT		
3.9E list reasons to save and explain the benefit of a savings plan, including for college	NT		

Shaded - Readiness TEKS, NT - Not Tested
 Readiness TEKS - 2/4 questions