THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

2012 Mathematics Tests Standard and Performance Indicator Map Grade 3

Question	Type	Points	Strand	Performance Indicator
Book 1				
1	Multiple Choice	1	Number Sense and Operations	3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
2	Multiple Choice	1	Number Sense and Operations	3.N.13 Recognize fractional numbers as equal parts of a whole
3	Multiple Choice	1	Statistics and Probability	3.S.7 Read and interpret data in bar graphs and pictographs
4	Multiple Choice	1	Number Sense and Operations	3.N.3 Compare and order numbers to 1,000
5	Multiple Choice	1	Algebra	3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10)
6	Multiple Choice	1	Number Sense and Operations	3.N.6 Use and explain the commutative property of addition and multiplication
7	Multiple Choice	1	Measurement	3.M.7 Count and represent combined coins and dollars, using currency symbols ($0.00)
8	Multiple Choice	1	Algebra	3.A.2 Describe and extend numeric (+, -) and geometric patterns
9	Multiple Choice	1	Geometry	3.G.2 Identify congruent and similar figures
10	Multiple Choice	1	Number Sense and Operations	3.N.3 Compare and order numbers to 1,000
11	Multiple Choice	1	Number Sense and Operations	3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations
12	Multiple Choice	1	Number Sense and Operations	3.N.27 Check reasonableness of an answer by using estimation
19	Multiple Choice	1	Geometry	3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)

2012 Mathematics Tests Standard and Performance Indicator Map Grade 3 (continued)

Question	Type	Points	Strand	Performance Indicator
20	Multiple Choice	1	Number Sense and Operations	3.N.22 Demonstrate fluency and apply single-digit division facts
21	Multiple Choice	1	Statistics and Probability	3.S.7 Read and interpret data in bar graphs and pictographs
22	Multiple Choice	1	Measurement	3.M.1 Select tools and units (customary) appropriate for the length measured
23	Multiple Choice	1	Algebra	3.A.2 Describe and extend numeric (+, -) and geometric patterns
24	Multiple Choice	1	Number Sense and Operations	3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
25	Multiple Choice	1	Number Sense and Operations	3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
26	Multiple Choice	1	Measurement	3.M.1 Select tools and units (customary) appropriate for the length measured
27	Multiple Choice	1	Algebra	3.A.2 Describe and extend numeric (+, -) and geometric patterns
29	Multiple Choice	1	Statistics and Probability	3.S.8 Formulate conclusions and make predictions from graphs
Book 2				
30	Multiple Choice	1	Number Sense and Operations	3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection
31	Multiple Choice	1	Number Sense and Operations	3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand
32	Multiple Choice	1	Statistics and Probability	3.S.8 Formulate conclusions and make predictions from graphs
33	Multiple Choice	1	Number Sense and Operations	3.N.9 Understand and use the associative property of addition
34	Multiple Choice	1	Geometry	3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes
35	Multiple Choice	1	Number Sense and Operations	3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations

2012 Mathematics Tests Standard and Performance Indicator Map Grade 3 (continued)

Question	Type	Points	Strand	Performance Indicator
36	Multiple Choice	1	Algebra	3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10)
38	Multiple Choice	1	Geometry	3.G.5 Identify and construct lines of symmetry
39	Multiple Choice	1	Algebra	3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10)
40	Multiple Choice	1	Number Sense and Operations	3.N.16 Identify odd and even numbers
41	Multiple Choice	1	Statistics and Probability	3.S.7 Read and interpret data in bar graphs and pictographs
49	Multiple Choice	1	Geometry	3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
50	Multiple Choice	1	Measurement	3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, and whole yards)
51	Multiple Choice	1	Number Sense and Operations	3.N.19 Develop fluency with single-digit multiplication facts
52	Multiple Choice	1	Number Sense and Operations	3.N.19 Develop fluency with single-digit multiplication facts
53	Multiple Choice	1	Number Sense and Operations	3.N.13 Recognize fractional numbers as equal parts of a whole
54	Multiple Choice	1	Number Sense and Operations	3.N.16 Identify odd and even numbers
55	Multiple Choice	1	Measurement	3.M.9 Tell time to the minute, using digital and analog clocks
56	Multiple Choice	1	Number Sense and Operations	3.N.25 Estimate numbers up to 500
57	Multiple Choice	1	Measurement	3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, and whole yards)
58	Multiple Choice	1	Measurement	3.M.7 Count and represent combined coins and dollars, using currency symbols ($0.00)

2012 Mathematics Tests Standard and Performance Indicator Map Grade 3 (continued)

Question	Type	Points	Strand	Performance Indicator
Book 3				
59	Short Response	2	Number Sense and Operations	3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
60	Short Response	2	Number Sense and Operations	3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
61	Short Response	2	Geometry	3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
62	Short Response	2	Number Sense and Operations	3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations
63	Extended Response	3	Number Sense and Operations	3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection
64	Extended Response	3	Statistics and Probability	3.S.5 Display data in pictographs and bar graphs
65	Extended Response	3	Algebra	3.A.2 Describe and extend numeric (+, -) and geometric patterns