

Tulare County
Office of Education

Jim Vidak, County Superintendent of Schools

Using SBAC Tools to
Support Powerful Instruction

SBAC Math Handout



Grade 3

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Grade 3 SBAC Math Assessment Snapshot

Unit	Claim 1: Concepts and Procedures 17-20 Total Questions -At least 7 CAT items will be DOK 2 or higher	Claim 2: Problem Solving	Claim 4: Modeling and Data Analysis	Claim 3: Communicating Reasoning 8-10 Questions -At least 2 CAT items will be DOK 3 or higher. -80% of Claim 3 comes from standards below.
		8-10 Total Questions -At least 2 CAT items will be DOK 3 or higher -80% of Claim 2 & 4 come from Standards below		
	Target B (Priority) 3.OA.B - Understand properties of multiplication and the relationship between multiplication and division. 3.OA.5, 6			3.OA.B
	Target C (Priority) 3.OA.C - Multiply and divide within 100. 3.OA.7			
	Target I (Priority) 3.MD.C - Geometric measurement: Understand concepts of area and relate area to multiplication and to addition. 3.MD.5, 6, 7	5-6 3.MD.C	3.MD.C	3.MD.7
	Target G (Priority) 3.MD.A - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 3.MD.1, 2	3.MD.A	3.MD.A	3.MD.A
	Target D (Priority) 3.OA.D - Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.OA.8, 9	5-6 3.OA.D	3.OA.D	
	Target F (Priority) 3.NF.A - Develop understanding of fractions as numbers. 3.NF.1, 2, 3			3.NF.A 3.NF.1 3.NF.2 3.NF.3
	Target A (Priority) 3.OA.A - Represent and solve problems involving multiplication and division. 3.OA.1, 2, 3, 4	2-3 3.OA.A	3.OA.A	
	Target E (Supporting) 3.NBT.A - Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.1, 2, 3		3.NBT.A	
	Target J (Supporting) 3.MD.D - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 3.MD.8	3-4 3.MD.D	3.MD.D	
	Target K (Supporting) 3.G.A - Reason with shapes and their attributes. 3.G.1, 2			
	Target H (Supporting) 3.MD.B - Represent and interpret data. 3.MD.3, 4	1 3.MD.B		



	Item	Claim (circle one)																
A	<p>Eva has 2 quarters, 4 dimes, and 6 nickels. She wants to buy a different gift for each of her 3 friends.</p> <p>Click on the gifts in the table to show 3 gifts that Eva could buy.</p> <table border="1" data-bbox="310 347 699 672"> <thead> <tr> <th>Gift</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Balloon</td> <td>60 ¢</td> </tr> <tr> <td>Eraser</td> <td>35 ¢</td> </tr> <tr> <td>Gumball</td> <td>25 ¢</td> </tr> <tr> <td>Kazoo</td> <td>75 ¢</td> </tr> <tr> <td>Mood ring</td> <td>50 ¢</td> </tr> <tr> <td>Pencil</td> <td>35 ¢</td> </tr> <tr> <td>Sticker</td> <td>20 ¢</td> </tr> </tbody> </table>	Gift	Cost	Balloon	60 ¢	Eraser	35 ¢	Gumball	25 ¢	Kazoo	75 ¢	Mood ring	50 ¢	Pencil	35 ¢	Sticker	20 ¢	<p>1 2 3 4</p>
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B	<p>Example Stem 4: What unknown number makes the equation true?</p> $5 \times 8 = 10 \times 8 \div \square$	<p>1 2 3 4</p>																
C	<p>Sabina has a jar full of dimes. A pack of cards costs 76 cents. How many dimes would she need to buy the cards if she uses no other coins?</p> <p>Enter your answer in the response box.</p>	<p>1 2 3 4</p>																
D	<p>A bird ate 400 grams of food in 3 days. The bird ate 120 grams of food on Day 1, 150 grams of food on Day 2, and g grams of food on Day 3.</p> <table border="1" data-bbox="281 1162 634 1294"> <thead> <tr> <th>Day</th> <th>Grams of Food</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>120</td> </tr> <tr> <td>2</td> <td>150</td> </tr> <tr> <td>3</td> <td>g</td> </tr> </tbody> </table> <p>How many grams of food did the bird eat on Day 3? Enter your answer in the first response box.</p> <p>In the second response box, enter an equation that you could solve to find the amount of food the bird ate on Day 3.</p>	Day	Grams of Food	1	120	2	150	3	g	<p>1 2 3 4</p>								
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1	120																	
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Mathematics

Item	DOK Circle one	Comments
#1	1 2 3 4	
#2	1 2 3 4	
#3	1 2 3 4	
#4	1 2 3 4	
#5	1 2 3 4	
#6	1 2 3 4	
#7	1 2 3 4	
#8	1 2 3 4	

Going Green

The “Go Green” company held a week-long recycling contest at your school. The grade that collects the most bottles and cans wins the contest.

Your task is to determine which grade won the “Go Green” contest.

The items that can be recycled are shown.



- Plastic bottles
- Aluminum cans
- Glass bottles

Students from the 3rd grade, 4th grade, and 5th grade classes collected bottles and cans and brought them to school.

Table 1 shows how many bottles and cans each grade collected on each day of the week.

Table 1. Bottles and Cans Collected

Class	Bottles and Cans Collected Each Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
3rd Grade	50	60	90	120	90
4th Grade	70	90	100	50	80
5th Grade	80	80	80	80	80

①

Use **Table 1** to help you answer this question.

On which days did the 3rd grade class collect more cans and bottles than the other two grades? Select **all** that apply.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

②

Use **Table 1** to help you answer this question.

On Tuesday, how many more bottles and cans did the 4th grade class collect than the 3rd grade class?

3

You are the contest judge. You need to figure out who won the contest. Did 3rd grade, 4th grade, or 5th grade win the “Go Green” contest?

Use words and numbers to clearly explain:

- which grade won the contest, and
- how you know they collected the most cans and bottles.

4

The 2nd grade class got excited about the “Go Green” contest and wanted to join in. They started collecting bottles and cans on Wednesday, even though they missed the first two days.

Complete the table to show a way for the 2nd grade class to still win the contest.

	Wednesday	Thursday	Friday
2nd Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>

5

Use your answers from questions 3 and 4 to explain how the 2nd grade class could have won the “Go Green” contest.

Mathematics Interim Assessment Blocks

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations – Fractions	Number and Operations – Fractions	Number and Operations – Fractions
Measurement and Data	Measurement and Data	Measurement and Data
Number and Operations in Base Ten	Number and Operations in Base Ten	Number and Operations in Base Ten
Geometry*	Geometry	Geometry
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	Ratio and Proportional Relationships	Expressions & Equations I
The Number System	The Number System	Expressions & Equations II (with Prob/Stat)
Expressions and Equations	Expressions and Equations	The Number System*
Geometry	Geometry	Functions
Statistics and Probability	Statistics and Probability	Geometry
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

High School	
Algebra and Functions I - Linear Functions, Equations, and Inequalities	Geometry Congruence*
Algebra and Functions II - Quadratic Functions, Equations, and Inequalities	Geometry Measurement and Modeling*
Geometry and Right Triangle Trigonometry	Interpreting Functions*
Statistics and Probability	Number and Quantity*
Seeing Structure in Expressions/Polynomial Expressions*	Mathematics Performance Task

* IAB is new for 2017–18