

**ACP Blueprint  
Grade 3 Mathematics  
Semester 1, 2015–2016**

|                                |      |      |
|--------------------------------|------|------|
| Test Code                      | Year | Form |
| 1031                           | 15   | 3    |
| Last Revision Date: 04/20/2015 |      |      |

| SE Descriptions   | Reporting Category | TEKS/SE | R or S | No. of Items | % of Test |
|---|--------------------|---------|--------|--------------|-----------|
| <b>1. Number and operations.</b> 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. | 1                  | 3.2A    | R      | 2            | 8%        |
| <b>2. Number and operations.</b> Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.   | 1                  | 3.2B    | S      | 1            | 4%        |
| <b>3. Number and operations.</b> 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.  | 1                  | 3.2C    | S      | 1            | 4%        |
| <b>4. Number and operations.</b> Compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ .   | 1                  | 3.2D    | R      | 2            | 8%        |
| <b>5. Number and operations.</b> 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.                    | 2                  | 3.4A    | R      | 2            | 8%        |
| <b>6. Number and operations.</b> Determine the value of a collection of coins and bills.  | 4                  | 3.4C    | S      | 1            | 4%        |
| <b>7. Number and operations.</b> 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.   | 2                  | 3.4E    | S      | 1            | 4%        |
| <b>8. Number and operations.</b> 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.  | 2                  | 3.4G    | S      | 1            | 4%        |
| <b>9. Number and operations.</b> Determine a quotient using the relationship between multiplication and division.   | 2                  | 3.4J    | S      | 1            | 4%        |
| <b>10. Number and operations.</b> 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.   | 2                  | 3.4K    | R      | 3            | 13%       |

| SE Descriptions   | Reporting Category | TEKS/SE | R or S     | No. of Items | % of Test |
|---|--------------------|---------|------------|--------------|-----------|
| <b>11. Algebraic reasoning.</b> Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.                            | 2                  | 3.5A    | R          | 2            | 8%        |
| <b>12. Algebraic reasoning.</b> Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.  | 2                  | 3.5B    | R          | 2            | 8%        |
| <b>13. Algebraic reasoning.</b> Describe a multiplication expression as a comparison such as $3 \times 24$ represents 3 times as much as 24.  | 2                  | 3.5C    | S          | 1            | 4%        |
| <b>14. Algebraic reasoning.</b> 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.                  | 2                  | 3.5D    | S          | 1            | 4%        |
| <b>15. Algebraic reasoning.</b> Represent real-world relationships using number pairs in a table and verbal descriptions.   | 2                  | 3.5E    | R          | 2            | 8%        |
| <b>16. Geometry and Measurement.</b> 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                  | 3.6C    | R          | 1            | 4%        |
| <b>Total</b>  |                    |         | <b>R</b>   | 16           | 67%       |
|   |                    |         | <b>S</b>   | 8            | 33%       |
|   |                    |         | <b>All</b> | <b>24</b>    |           |

**Note:** **R** = Readiness Standard, **S** = Supporting Standard

A copy of the Grade 3 Mathematics STAAR Reference Chart is printed in each booklet.

This assessment is consumable.

Calculators are **NOT** permitted on this assessment.

Percentages are rounded to the nearest whole number.

**Reporting Categories:**

1. Numerical Representations and Relationships
2. Computations and Algebraic Relationships
3. Geometry and Measurement
4. Data Analysis and Personal Finance

### Mathematical Process Standards

| Description:   | SE |
|--|----|
| Apply mathematics to problems arising in everyday life, society, and the workplace.  | 1A |
| Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. | 1B |
| Select tools, including real objects, manipulative, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.                                    | 1C |
| Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.  | 1D |
| Create and use representations to organize, record, and communicate mathematical ideas.  | 1E |
| Analyze mathematical relationships to connect and communicate mathematical ideas.  | 1F |
| Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.   | 1G |