

Third Grade Math End of the Year Assessment

1. $8 \times 9 =$ _____

2. $11 \times 4 =$ _____

3. $7 \times 7 =$ _____

4. $9 \times 9 =$ _____

5. $42 \div 6 =$ _____

6. $36 \div 9 =$ _____

7. $72 \div 12 =$ _____

8. $8 \times \underline{\hspace{1cm}} = 32$

9. $\underline{\hspace{1cm}} \times 4 = 48$

10. $\underline{\hspace{1cm}} \times 7 = 84$

11. Clarence went to the art store. He purchased two paintings. Each painting costs \$5.25. Then, he used a coupon for \$0.45 off. What was the total cost of his purchase before tax?

12. Round to the nearest ten. 76 _____

13. Round to the nearest ten. 8 _____

14. Round to the nearest hundred. 152 _____

15. Round to the nearest hundred. 298 _____

16. $720 - 480 =$ _____

17. $324 + 28 =$ _____

18. $603 + 65 =$ _____

19. $718 + 814 =$ _____

20. $5 \times 400 =$ _____

21. $80 \times 8 =$ _____

22. $7 \times 40 =$ _____

23. Circle the fraction that is equivalent to $\frac{1}{2}$.



24. Write a fraction equivalent to $\frac{1}{2}$. _____

25. Compare using $<$, $>$, or $=$.

$\frac{1}{6}$ _____ $\frac{2}{12}$

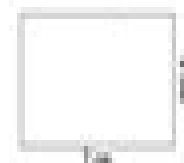
26. Compare using $<$, $>$, or $=$.

$\frac{1}{6}$ _____ $\frac{1}{3}$

27. Write the time. _____



28. Find the area of the rectangle. _____



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5. $42 \div 6 =$ _____

6. $64 \div 8 =$ _____

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11. Clarence went to the art store. He purchased two paintings. Each painting costs \$5.35. Then, he used a coupon for \$0.45 off. What was the total cost of his purchase before tax?

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27. Write the time. _____



Third Grade End Of Year Assessment

**United States. Congress. House.
Committee on Education and the
Workforce. Subcommittee on
Education Reform**

Third Grade End Of Year Assessment:

Curriculum-based Assessment Carroll J. Jones, 2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its formative assessment approach gives the teacher additional detailed information about students OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures Additionally detailed information is provided on subject area CBA construction the creation and implementation of a district wide CBA system for response to intervention and how to use IDEA S response to intervention in student evaluation [CliffsNotes](#) [FTCE Professional Education Test 3rd Edition](#) Sandra Luna McCune, Vi Cain Alexander, 2014-10-21 The revised FTCE Professional Education Test is already being administered and the changes are major Competencies on the test have been reduced from 14 to just 8 The exam is also now offered year round by appointment This CliffsNotes test prep book provides in depth coverage of the changes including the structure and format of the test and an explanation of the scoring structure of the test It also features frequently asked questions competency reviews and sample questions and answers throughout Included in the package are two model full length practice tests to ensure success on test taking day *Mathematics Unit Planning in a PLC at Work®*, Grades 3--5 Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3 5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3 5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a

Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources

Enhancing Instructional Problem Solving John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format with lay flat binding to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms The companion website features additional reproducibles and supplemental materials for use in conjunction with the book This book is in The Guilford Practical Intervention in the Schools Series

Classroom Assessment Dr Craig Mertler, 2016-09-13 Provides detailed information on the functions of assessment how to construct administer and interpret the results of teacher developed assessment techniques and how to interpret the results of externally developed instruments such as standardized tests Both traditional and newer alternative assessment techniques are covered Advantages and disadvantages of each assessment technique are discussed A companion website helps both instructors and students obtain additional information on topics of special interest to them Numerous examples of the principles and procedures make it easy for students to understand the material The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de emphasized producing a textbook that provides comprehensive coverage without being unnecessarily technical

Teaching New Literacies in Grades 4-6 Barbara Moss, Diane Lapp, 2009-11-24 Upper elementary students encounter a sometimes dizzying array of traditional and nontraditional texts both in and outside of the classroom This practical handbook helps teachers in grades 4 6 harness the instructional potential of fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Twenty four complete lessons promote critical literacy skills such as comprehending analyzing and synthesizing information and using writing to communicate new ideas and pose questions Snapshots of diverse classrooms are accompanied by clear explanations of the research base for instruction in each genre Ready to use reproducibles are included

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while

providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

Education Statistics Quarterly ,2004 **How Education Policy Shapes Literacy Instruction** Rachael Gabriel,2022-09-28 Reading instruction is the most legislated area of education and the most frequently referenced metric for measuring educational progress This book traces the trajectories of policy issues with direct implications for literacy teaching learning and research in order to illustrate the dynamic relationships between policy research and practice as they relate to perennial issues such as retention in grade remediation intervention instruction for English learners early literacy instruction coaching and leadership Using policy documents and peer reviewed articles published from the 1960s to the present the editor and authors illustrate how issues were framed what was at stake and how policy solutions to persistent questions have been understood over time In doing so the book link a generation of scholars with research that illustrates trajectories of development for ideas strategies and solutions

Handbook of Reading Assessment Sherry Mee Bell,R. Steve McCallum,2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading

motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment
 Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based
 instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application
 exercises **Diagnosis and Correction of Reading Problems, Second Edition** Darrell Morris, 2013-10-02 This widely
 adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in
 grades K 6 Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading
 problems He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student s needs
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 lists and other user friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x
 11 size New to This Edition Detailed explanations of how to adapt the techniques for classroom use The latest research
 findings pertaining to reading diagnosis Updated and expanded book lists Chapter on historical and theoretical foundations
 See also the Morris Informal Reading Inventory Preprimer through Grade 8 a complementary assessment tool that yields
 systematic data on K 8 students reading abilities **Learning disabilities and early intervention strategies** United
 States. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform, 2002 **Boys
 will be boys?** Linda S. Bausch, 2014-04-03 This book addresses the issue of preadolescent boys literacy practices and the
 social construction of their identities as they navigate multiple classroom literacies Exploring the role of the teacher the role
 of multiple literacies and the way they count or do not count in the classroom curriculum through qualitative and quantitative
 findings allows educators to rethink and reflect upon current instructional beliefs and practices As educators align their
 curriculum with the Common Core Standards it is imperative for them to consider how they will meet each students
 individual learning styles Demonstrating growth across time through artifact collection and analysis and teacher research
 inquiries will demand that teachers release pre conceived notions concerning gender and literacy practices At the end of
 each chapter there is a self reflection as transformative practice teacher research questionnaire that invites the opportunity
 to take what is shared in each chapter and apply it immediately to instructional practices and classroom environment
 decisions **Using Developmentally Appropriate Practices to Teach the Common Core** Lisa S. Goldstein, 2015-07-16
 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective
 primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with
 developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The
 book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a
 carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are
 unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating

instruction to meet the needs of all learners ensuring equitable access to the curriculum for English Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers **The Data-Driven School** Daniel M. Hyson, Joseph F. Kovalski, Benjamin Silberglitt, Jason A. Pedersen, 2020-07-10 This indispensable practitioner's guide helps to build the capacity of school psychologists administrators and teachers to use data in collaborative decision making It presents an applied step by step approach for creating and running effective data teams within a problem solving framework The authors describe innovative ways to improve academic and behavioral outcomes at the individual class grade school and district levels Applications of readily available technology tools are highlighted In a large size format for easy photocopying the book includes learning activities and helpful reproducible forms The companion website provides downloadable copies of the reproducible forms as well as Excel spreadsheets PowerPoint slides and an online only chapter on characteristics of effective teams This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas Dynamic Instructional Leadership to Support Student Learning and Development Edward T. Joyner, Michael Ben-Avie, James P. Comer, 2004-05-12 Meets the highest standard of evidence for comprehensive school reforms that improve student achievement Review of Educational Research 2003 This Field Guide to Comer Schools in Action provides exactly what its title offers guidelines to curricula instruction and educational development necessary to implementing the Comer process This handbook will help enormously to keep alive what James Comer and his colleagues have so carefully crafted over the years John I Goodlad President Institute for Educational Inquiry The tried tested and true approach to instructional leadership and staff development that support academic achievement and life success Schools are the only universally accessible institutions where there are enough adults to provide continuous support for children's growth development and success in life Using the process pioneered by renowned child psychiatrist Dr James P Comer and his colleagues at the Yale School Development Program SDP this unique field guide offers school leaders school staff and teachers a comprehensive and effective framework for providing curriculum and instruction that help all children grow and develop along the pathways that support success both in school and in life Combining research evidence based best practices essential tools for planning data analysis assessment and program evaluation and a generous collection of charts tables and graphics Dynamic Instructional Leadership to Support Student Learning and Development offers educators a state of the art guide to Mobilizing all of the stakeholders in the learning community to support instructional excellence as a system responsibility Modeling of instructional excellence by school principals district leaders and university partners Aligning curriculum instruction and assessment with standards and research based best practices Linking child development to challenging and rigorous classroom instruction based on respect trust and high expectations for all students Teaching essentials of literacy

math and science that provide positive developmental experiences for all learners Teachers helping teachers for professional development and school improvement Dynamic Instructional Leadership to Support Student Learning and Development is the first ever published field guide to the tried tested and true methods used by the Comer Process to promote academic achievement and life success for all children School Leadership in the Context of Standards-Based Reform Louis Volante,2012-05-16 Although standards based reform emerged in the United States and the United Kingdom the idea has spread across the world as an approach to systemic reform It might appear that there is a world wide tsunami of standards based reform that will standardize and homogenize the educational system across the globe This volume makes it very clear however that there is no one approach to standards based reform and countries change there is a danger in paying attention to its evolution and impact in only one context That s what makes this volume so valuable Louis Volante has drawn together descriptions from a wide range of countries all involved in large scale reform and using standards and assessments as part of their process What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals values and processes I m sure you will find this book as interesting and challenging as I have a gem that pushes your thinking and does not allow readers to remain neutral Lorna Earl National Assessment of Title I ,2007 Professional Learning Communities Patrick Baccellieri,2009 This brand new resource uses data in decision making to improve student learning by promoting a school wide learning community Help motivate your staff to participate in choosing goals and instructional strategies while keeping the focus on improving student achievement **Formative Assessment in a Professional Learning Community** Betsy Moore,Todd Stanley,2013-08-06 The ideas and examples in this book help teachers successfully collaborate to raise student achievement through the use of formative assessments Here Todd Stanley and Betsy Moore educators with over 40 years of combined experience offer proven formative assessment strategies to teachers in a professional learning community

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