

Third Grade Scoring Booklet

Name: _____ Student ID: _____

Teacher: _____ School: _____ School Year: _____

| | Benchmark 1 | Benchmark 2 | Benchmark 3 |
|--|----------------|----------------|----------------|
| Date | | | |
| Computation Form A | | | |
| Computation Form B | | | |
| Computation Average (Form A + Form B)/2 | | | |
| Concepts and Applications | | | |

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Computation / Benchmark 1

| Problems | Skills Assessed |
|----------|--|
| 1 | Add two two-digit numbers, without renaming, resulting in a sum of 100 or less. |
| 11 | Add two two-digit numbers, with renaming from ones to tens, resulting in a sum of 100 or less. |
| 10 | Subtract a one- or two-digit number from a two-digit number, without renaming. |
| 17 | Subtract a two-digit number from a two-digit number of 20 or more, with renaming. |
| 2 | Add two two- or three-digit numbers, without renaming, resulting in a sum of 1000 or less. |
| 14, 21 | Add two two- or three-digit numbers, with renaming from ones to tens and tens to hundreds, resulting in a sum of 1000 or less. |
| 13, 25 | Multiply a one-digit number by a one-digit number, resulting in a product of 20 or less. |
| 7, 20 | Multiply a one-digit number by a one-digit number, resulting in a product between 21 and 50. |
| 3 | Multiply a one-digit number by a one-digit number, resulting in a product of 51 or more. |
| 18 | Multiply a one-digit number by itself |
| 4 | Multiply a one-digit number by 0 or 1 |
| 9, 24 | Divide a one-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 12, 19 | Divide a two-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 8 | Subtract a two- or three-digit number from a three-digit number, without renaming. |
| 16, 23 | Subtract a two or three-digit number from a three-digit number, with renaming from tens to ones and hundreds to tens. |
| 15 | Multiply a one-digit number by a two-digit multiple of 10. |
| 5, 22 | Multiply a one-digit number by a two-digit number, without renaming, resulting in a product of less than 100. |
| 6 | Multiply a one-digit number by a two-digit number, with renaming, resulting in a product of less than 100. |

Concepts and Applications / Benchmark 3

| Problems | Skills Assessed |
|--------------|--|
| 1, 6, 12, 16 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, or object masses: <ol style="list-style-type: none"> Transfer the time from an analog clock to a digital clock. Solve one-step single-digit addition problems that involve measurements of liquid volumes or object masses. Add or subtract one double-digit and one single-digit amount involving measurement of liquid volumes or object masses. Solve problems involving measurement of intervals of time. |
| 2 | Reason with shapes and their attributes: Determine the fraction of shaded parts in a given shape. |
| 3 | Use place value understanding and properties of operations to perform multi-digit arithmetic: Round three-digit whole numbers to the nearest 10 and nearest 100. |
| 4, 7, 10 | Represent and solve problems involving multiplication and division: <ol style="list-style-type: none"> Represent and solve problems involving one-step multiplication with a given formula. Represent and solve problems involving one-step multiplication with numbers between 2 and 9. Represent and solve problems involving one-step division with a single-digit divisor and a double-digit dividend. |
| 5, 8, 11 | Develop understanding of fractions as numbers: <ol style="list-style-type: none"> Compare sets of fractions with like denominators. Write the fraction for the whole number. Determine where a fraction with a denominator of one is located on a number line. |
| 9 | Represent and interpret data: Use graphical information to solve a one-step addition or subtraction problem. |
| 13, 19 | Solve problems involving the four operations, and identify and explain patterns in arithmetic: <ol style="list-style-type: none"> Solve two-step problems involving addition and/or subtraction. Solve two-step problems involving division and addition. |
| 14, 20 | Understand concepts of area and relate area to multiplication: <ol style="list-style-type: none"> Determine the area of a rectangle. Determine the area of a rectangular object. |
| 15, 17 | Understand properties of multiplication and the relationship between multiplication and division: <ol style="list-style-type: none"> Solve problems involving the distributive property with a provided formula. Solve problems involving the associative property with a provided formula. |
| 18 | Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures: Determine the perimeter of a polygon when all sides but one are given. |

Computation / Benchmark 3

| Problems | Skills Assessed |
|----------|--|
| 1 | Add two two-digit numbers, without renaming, resulting in a sum of 100 or less. |
| 11 | Add two two-digit numbers, with renaming from ones to tens, resulting in a sum of 100 or less. |
| 10 | Subtract a one- or two-digit number from a two-digit number, without renaming. |
| 17 | Subtract a two-digit number from a two-digit number of 20 or more, with renaming. |
| 2 | Add two two- or three-digit numbers, without renaming, resulting in a sum of 1000 or less. |
| 14, 21 | Add two two- or three-digit numbers, with renaming from ones to tens and tens to hundreds, resulting in a sum of 1000 or less. |
| 13, 25 | Multiply a one-digit number by a one-digit number, resulting in a product of 20 or less. |
| 7, 20 | Multiply a one-digit number by a one-digit number, resulting in a product between 21 and 50. |
| 3 | Multiply a one-digit number by a one-digit number, resulting in a product of 51 or more. |
| 18 | Multiply a one-digit number by itself |
| 4 | Multiply a one-digit number by 0 or 1 |
| 9, 24 | Divide a one-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 12, 19 | Divide a two-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 8 | Subtract a two- or three-digit number from a three-digit number, without renaming. |
| 16, 23 | Subtract a two or three-digit number from a three-digit number, with renaming from tens to ones and hundreds to tens. |
| 15 | Multiply a one-digit number by a two-digit multiple of 10. |
| 5, 22 | Multiply a one-digit number by a two-digit number, without renaming, resulting in a product of less than 100. |
| 6 | Multiply a one-digit number by a two-digit number, with renaming, resulting in a product of less than 100. |

Concepts and Applications / Benchmark 1

| Problems | Skills Assessed |
|--------------|---|
| 1, 6, 12, 16 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, or object masses: 1. Transfer the time from an analog clock to a digital clock. 6. Solve one-step single-digit addition problems that involve measurements of liquid volumes or object masses. 12. Add or subtract one double-digit and one single-digit amount involving measurement of liquid volumes or object masses. 16. Solve problems involving measurement of intervals of time. |
| 2 | Reason with shapes and their attributes: Determine the fraction of shaded parts in a given shape. |
| 3 | Use place value understanding and properties of operations to perform multi-digit arithmetic: Round three-digit whole numbers to the nearest 10 and nearest 100. |
| 4, 7, 10 | Represent and solve problems involving multiplication and division: 4. Represent and solve problems involving one-step multiplication with a given formula. 7. Represent and solve problems involving one-step multiplication with numbers between 2 and 9. 10. Represent and solve problems involving one-step division with a single-digit divisor and a double-digit dividend. |
| 5, 8, 11 | Develop understanding of fractions as numbers: 5. Compare sets of fractions with like denominators. 8. Write the fraction for the whole number. 11. Determine where a fraction with a denominator of one is located on a number line. |
| 9 | Represent and interpret data: Use graphical information to solve a one-step addition or subtraction problem. |
| 13, 19 | Solve problems involving the four operations, and identify and explain patterns in arithmetic: 13. Solve two-step problems involving addition and/or subtraction. 19. Solve two-step problems involving division and addition. |
| 14, 20 | Understand concepts of area and relate area to multiplication: 14. Determine the area of a rectangle. 20. Determine the area of a rectangular object. |
| 15, 17 | Understand properties of multiplication and the relationship between multiplication and division: 15. Solve problems involving the distributive property with a provided formula. 17. Solve problems involving the associative property with a provided formula. |
| 18 | Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures: Determine the perimeter of a polygon when all sides but one are given. |

Computation / Benchmark 2

| Problems | Skills Assessed |
|----------|--|
| 1 | Add two two-digit numbers, without renaming, resulting in a sum of 100 or less. |
| 11 | Add two two-digit numbers, with renaming from ones to tens, resulting in a sum of 100 or less. |
| 10 | Subtract a one- or two-digit number from a two-digit number, without renaming. |
| 17 | Subtract a two-digit number from a two-digit number of 20 or more, with renaming. |
| 2 | Add two two- or three-digit numbers, without renaming, resulting in a sum of 1000 or less. |
| 14, 21 | Add two two- or three-digit numbers, with renaming from ones to tens and tens to hundreds, resulting in a sum of 1000 or less. |
| 13, 25 | Multiply a one-digit number by a one-digit number, resulting in a product of 20 or less. |
| 7, 20 | Multiply a one-digit number by a one-digit number, resulting in a product between 21 and 50. |
| 3 | Multiply a one-digit number by a one-digit number, resulting in a product of 51 or more. |
| 18 | Multiply a one-digit number by itself |
| 4 | Multiply a one-digit number by 0 or 1 |
| 9, 24 | Divide a one-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 12, 19 | Divide a two-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder. |
| 8 | Subtract a two- or three-digit number from a three-digit number, without renaming. |
| 16, 23 | Subtract a two or three-digit number from a three-digit number, with renaming from tens to ones and hundreds to tens. |
| 15 | Multiply a one-digit number by a two-digit multiple of 10. |
| 5, 22 | Multiply a one-digit number by a two-digit number, without renaming, resulting in a product of less than 100. |
| 6 | Multiply a one-digit number by a two-digit number, with renaming, resulting in a product of less than 100. |

Concepts and Applications / Benchmark 2

| Problems | Skills Assessed |
|--------------|---|
| 1, 6, 12, 16 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, or object masses: 1. Transfer the time from an analog clock to a digital clock. 6. Solve one-step single-digit addition problems that involve measurements of liquid volumes or object masses. 12. Add or subtract one double-digit and one single-digit amount involving measurement of liquid volumes or object masses. 16. Solve problems involving measurement of intervals of time. |
| 2 | Reason with shapes and their attributes: Determine the fraction of shaded parts in a given shape. |
| 3 | Use place value understanding and properties of operations to perform multi-digit arithmetic: Round three-digit whole numbers to the nearest 10 and nearest 100. |
| 4, 7, 10 | Represent and solve problems involving multiplication and division: 4. Represent and solve problems involving one-step multiplication with a given formula. 7. Represent and solve problems involving one-step multiplication with numbers between 2 and 9. 10. Represent and solve problems involving one-step division with a single-digit divisor and a double-digit dividend. |
| 5, 8, 11 | Develop understanding of fractions as numbers: 5. Compare sets of fractions with like denominators. 8. Write the fraction for the whole number. 11. Determine where a fraction with a denominator of one is located on a number line. |
| 9 | Represent and interpret data: Use graphical information to solve a one-step addition or subtraction problem. |
| 13, 19 | Solve problems involving the four operations, and identify and explain patterns in arithmetic: 13. Solve two-step problems involving addition and/or subtraction. 19. Solve two-step problems involving division and addition. |
| 14, 20 | Understand concepts of area and relate area to multiplication: 14. Determine the area of a rectangle. 20. Determine the area of a rectangular object. |
| 15, 17 | Understand properties of multiplication and the relationship between multiplication and division: 15. Solve problems involving the distributive property with a provided formula. 17. Solve problems involving the associative property with a provided formula. |
| 18 | Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures: Determine the perimeter of a polygon when all sides but one are given. |