

STUDENT NAME: _____

STUDENT SCORE: _____



**MISSISSIPPI ASSESSMENT PROGRAM (MAP)
MATHEMATICS
PRACTICE TESTLET
GRADE 3
(REVISED MARCH 2016)**

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A Joint Publication

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Introduction

Purpose

The practice testlet is designed to provide students with an authentic opportunity to practice items that are aligned to the Mississippi College-and Career-Readiness Standards (MS CCRS) and that mirror those that may appear on the mathematics MAP assessment. The testlet is also intended to provide teachers with data to drive classroom instruction and provide direct feedback to students. It is **NOT** intended to predict student performance on the operational MAP assessment.

Structure

The mathematics testlet contains various item types that will be administered on the MAP assessment, such as standard multiple choice, matching, multiple select, and fill in the blank. At the end of the testlet are a series of performance task items, which will assess the performance task standards found in the mathematics MAP blueprint.

Directions

1. Allow students to complete each item type and performance task in the testlet.
2. Teachers will review student responses to the items and score the items and the performance task using the scoring key.
3. Teachers should review the results to determine the needed instructional approach.
4. Teachers can utilize the testlets as teaching tools to help students gain a deeper understanding of the MS CCRS.
5. At the bottom left of each page is an item tag, which will contain the item number, grade level, suggested DOK level, and the standard aligned to the item.

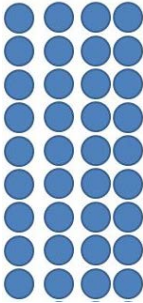
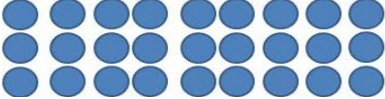
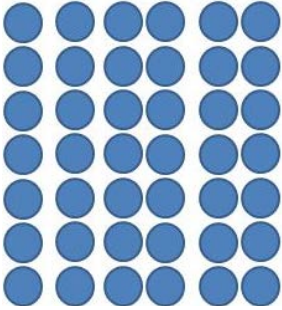
1. Directions: Read each statement below and determine if it is true or false. Select one bubble in each row.

Statement	True	False
Because any number that is multiplied by 0 is equal to itself, $8 \times 0 = 8$.	<input type="radio"/>	<input type="radio"/>
Because the way in which numbers are grouped does not change the product, $2 \times (3 \times 5) = (2 \times 3) \times 5$.	<input type="radio"/>	<input type="radio"/>
Because the order of the numbers does not change the product, $3 \times 4 = 4 \times 3$.	<input type="radio"/>	<input type="radio"/>
Because a factor can be written as the sum of two numbers, $7 \times 4 = (5 \times 4) + (2 \times 4)$.	<input type="radio"/>	<input type="radio"/>

01-GR3-LV2-3.0A.5

2. Directions: Draw a line between each situation on the left and the array that it matches on the right.

Row	Situation
A.	Lisa's dog eats 3 cups of food a day. If Lisa goes out of town for 9 days, how many cups of food should she leave for her dog to eat?
B.	Tabitha is planning her birthday party. She plans to buy party hats for each of her guests. There are 6 hats in each package. If Tabitha buys 7 packages, how many hats will she have?
C.	Jack knows that there are four tires on a car. While he was waiting for his ride home, he counted all the tires on each car in the parking lot. If he counted 36 tires in all, how many cars were in the parking lot?

Row	Array
1.	
2.	
3.	

02-GR3-LV2-3.0A.1

3. Which question below can be answered using the expression $42 \div 7$?
- A. Susan has 42 model cars on her display shelf. She places 7 more model cars on the shelf. How many model cars are now on the display shelf?
 - B. Michael bakes 42 cookies for his friends. He will give his 7 best friends the same number of cookies. How many cookies will each friend receive?
 - C. The elementary school is going on a field trip to the zoo. There are 42 students on each bus. There are 7 buses going on the trip. How many students are going to the zoo?
 - D. Nathan has 42 pieces of candy. If his little brother eats 7 pieces, how many pieces of candy does Nathan have left?

03-GR3-LV2-3.0A.2

4. Directions: Match each equation on the left to the missing number on the right that will make the equation true.

Row	Equation
A.	$8 \times ? = 40$
B.	$96 \div 12 = ?$
C.	$6 = 24 \div ?$
D.	$9 \times ? = 63$

Row	Missing Number
1.	4
2.	5
3.	7
4.	8

04-GR3-LV1-3.0A.4

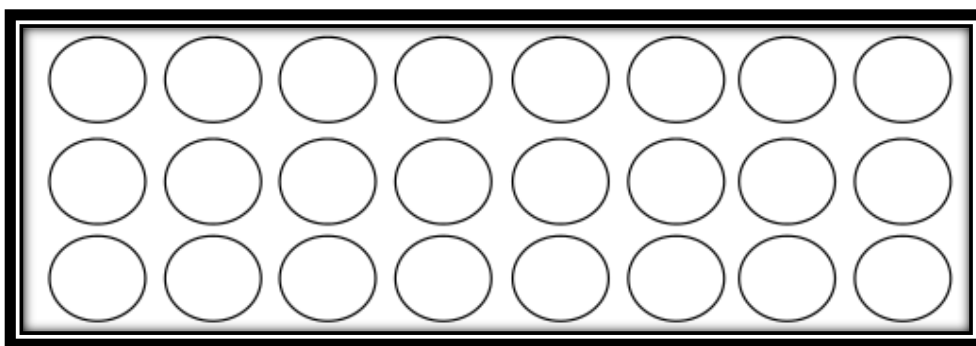
5. Which sentence below correctly explains why any multiple of six can be decomposed into two equal addends?
- A. Six is an even number and it can be added to itself to make 12.
 - B. A multiple of any number can be broken into equal shares that are whole numbers.
 - C. Any multiple of six is an even number, and all even numbers can be broken into equal shares that are whole numbers.
 - D. Some multiples of six are odd numbers, and odd numbers can be broken into equal shares that are whole numbers.

05-GR3-LV2-3.0A.9

6. Kerry has been saving her money to buy a new backpack. She saved \$19 last month and \$14 this month. The backpack that she wants to buy costs \$42. How much more money does Kerry need to buy the backpack?
- A. \$9; because $\$42 - (\$19 + \$14) = \9
 - B. \$37; because $\$14 - \$19 + \$42 = \37
 - C. \$8; because $\$42 - (\$19 + \$14) = \8
 - D. \$75; because $\$19 + \$14 + \$42 = \75

06-GR3-LV2-3.0A.8

7. Jose created the array shown here.



Which three expressions listed below match the array Jose has created?

- A. 3×8
- B. $3 + 3 + 3$
- C. $8 + 8 + 8$
- D. $3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$
- E. $8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$

07-GR3-LV1-3.0A.1

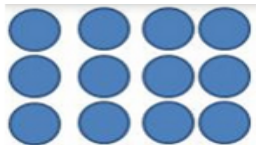

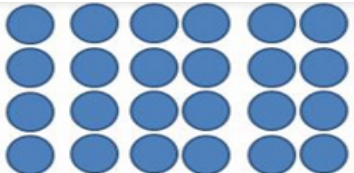
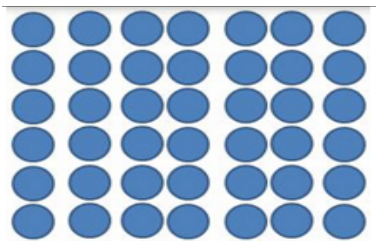
8. There were 36 people lined up in equal rows at the movie theatre. Which four arrangements listed below can be used to model this situation?

- A. 4 rows of 9 people
- B. 12 rows of 3 people
- C. 8 rows of 7 people
- D. 6 rows of 6 people
- E. 2 rows of 18 people

08-GR3-LV1-3.0A.3

9. Directions: Match each array on the left to the expression it represents on the right.

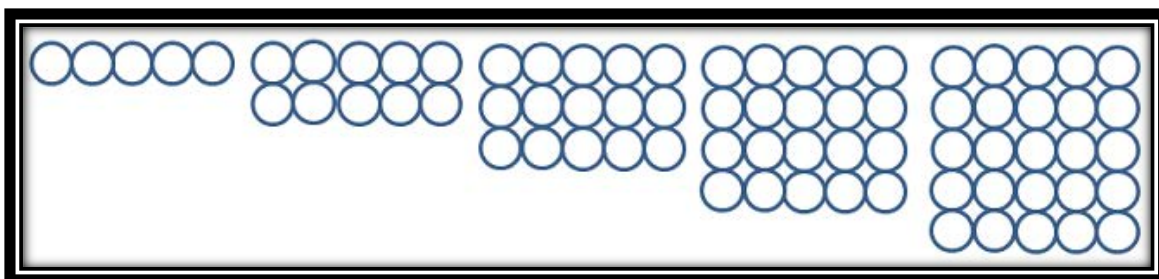
Note: Each array will be used **two times**.

Row	Array
A.	
B.	
C.	
D.	

Row	Expression
1.	3×4
2.	4×6
3.	$42 \div 7$
4.	$12 \div 3$
5.	7×3
6.	$24 \div 4$
7.	6×7
8.	$21 \div 7$

09-GR3-LV1-3.0A.7

10. The first five terms of a shape pattern are shown here.



Directions: Write a number on each line below that makes each statement true.

A. The rule for the pattern is that the number of circles increases by _____.

B. The total number of circles in the 6th term would be _____.

10-GR3-LV2-3.0A.9

11. The school library is having a book fair. There are 237 new books about dragons, 461 new books about pets, and 354 new books about family. Which set of numbers listed below include the number of new books at the library rounded to the nearest tens place?
- A. 230, 460, 350
 - B. 230, 470, 360
 - C. 240, 460, 360
 - D. 240, 460, 350

11-GR3-LV1-3.NBT.1

12. Shelita had a certain number of marbles in her pocket. She gave some of her marbles to her brother, and now she has 124 marbles left. How many marbles could she have started with and how many marbles could she have given to her brother? Select the two possible solutions.
- A. Shelita started with 493 marbles and gave 369 marbles to her brother.
 - B. Shelita started with 189 marbles and gave 75 marbles to her brother.
 - C. Shelita started with 290 marbles and gave 158 marbles to her brother.
 - D. Shelita started with 367 marbles and gave 243 marbles to her brother.
 - E. Shelita started with 514 marbles and gave 380 marbles to her brother.

12-GR3-LV1-3.NBT.2

13. Jameson has seven packages of party favors. There are 80 party favors in each package. He knows that $7 \times 8 = 56$.

Which two expressions listed below can be used to determine the total number of party favors Jameson has?

- A. 7×8
- B. 8×10
- C. $7 \times 8 \times 10$
- D. 7 groups of 8 ones
- E. 7 groups of 8 tens

13-GR3-LV1-3.NBT.3

14. Which three fractions listed below are equivalent to the fraction $\frac{4}{8}$?

A. $\frac{1}{2}$

B. $\frac{2}{6}$

C. $\frac{1}{4}$

D. $\frac{3}{6}$

E. $\frac{2}{4}$

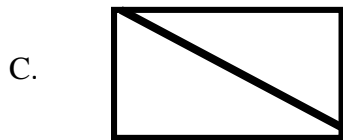
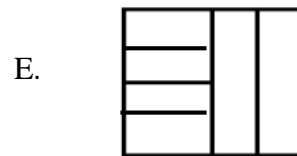
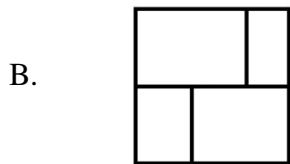
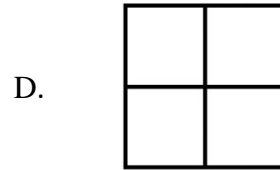
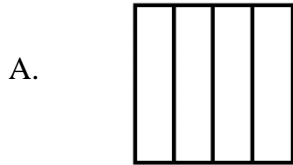
14-GR3-LV2-3.NF.3b

15. Directions: Compare each set of fractions in the table below. Select the inequality symbol that represents the relationship between the two fractions.

	<	>
$\frac{1}{8} \square \frac{1}{4}$	o	o
$\frac{2}{6} \square \frac{3}{6}$	o	o
$\frac{5}{6} \square \frac{5}{8}$	o	o
$\frac{3}{3} \square \frac{2}{3}$	o	o

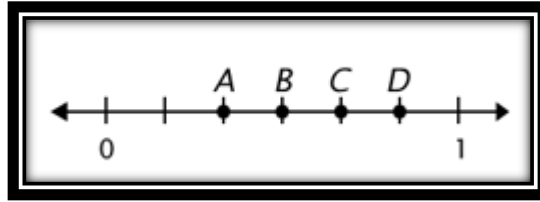
15-GR3-LV2-3.NF.3d

16. Directions: Review each figure below. Identify the figures that have parts equal to $\frac{1}{4}$ of the area of the entire figure. Select **all** that apply.



16-GR3-LV2-3.NF.3a

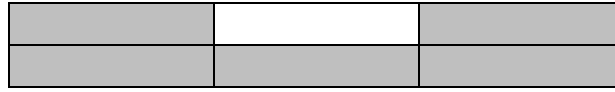
17. Which letter on the number line below represents the location of the fraction $\frac{2}{6}$?



- A. Point A
- B. Point B
- C. Point C
- D. Point D

17-GR3-LV1-3.NF.2b

18. Directions: Review the figure shown here.



Which three expressions represent the total shaded area in the figure?

A. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

B. $\frac{1}{6} + \frac{1}{6}$

C. A piece of ribbon cut into six equal pieces, with five of the pieces being used.

D. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

E. $\frac{5}{6}$

18-GR3-LV2-3.NF.1

19. Which statement is true about the relationship between the two fractions below?

$$\frac{4}{1} \square \frac{4}{8}$$

A. $\frac{4}{1} = \frac{4}{8}$

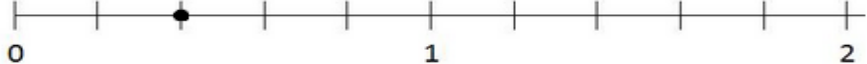
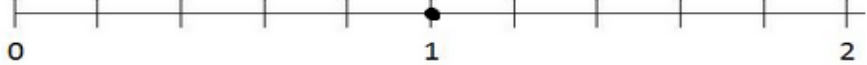
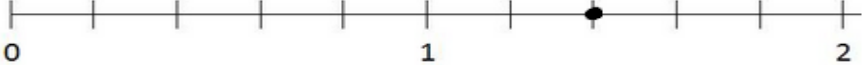
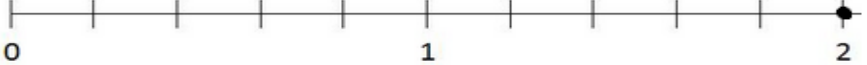
B. $\frac{4}{1} > \frac{4}{8}$

C. $\frac{4}{1} < \frac{4}{8}$

D. You cannot compare the two fractions because the denominators are two different numbers.

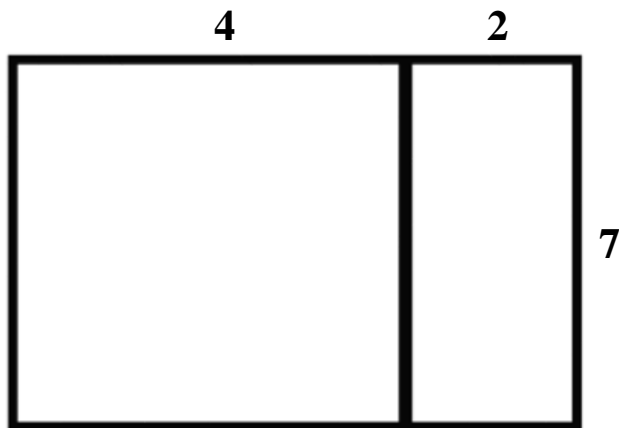
19-GR3-LV1-3.NF.3d

20. Which number line represents the location of the fraction $\frac{5}{5}$?

- A. 
- B. 
- C. 
- D. 

20-GR3-LV1-3.NF.3c

21. The rectangular figure below has been split into two parts. Which three expressions could be used to calculate the total area of the entire figure?



- A. $(7 \times 4) + (7 \times 2)$
- B. $4 + 2 + 7 + 2 + 4 + 7$
- C. $7 \times (4 + 2)$
- D. $(7 \times 2) + (7 \times 4)$
- E. $(7 \times 4) + 2$

21-GR3-LV2-3.MD.7

22. Carol arrived to school at 8:25 a.m. It took her exactly 35 minutes to get there.

Directions: Write a time on the line below that makes the statement true.

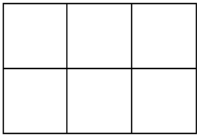
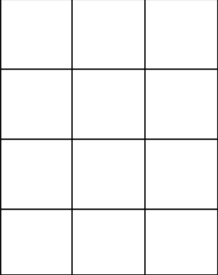
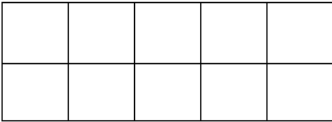
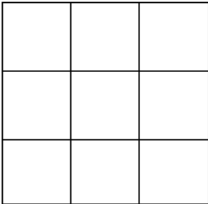
Carol left for school at _____ a.m.

22-GR3-LV1-3.MD.1

23. Directions: Draw a line to match each area measurement on the left and the figure it matches on the right.

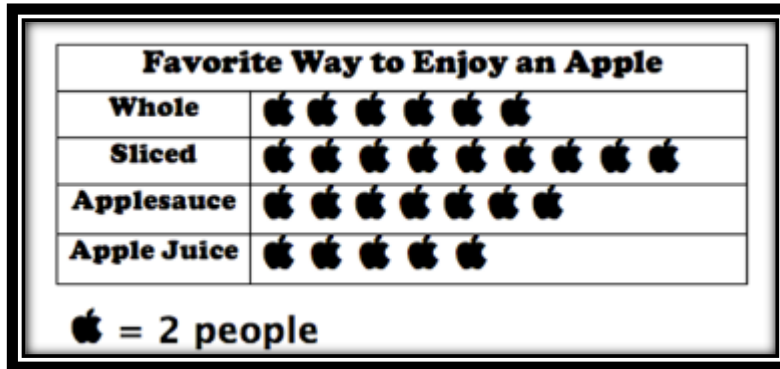
Note: Each unit is 1 cm long and 1 cm wide.

Row	Area Measurement
A.	9 square centimeters
B.	6 square centimeters
C.	12 square centimeters
D.	10 square centimeter

Row	Figure
1.	
2.	
3.	
4.	

23-GR3-LV1-3.MD.6

24. Jeremiah was collecting data for a class project. He asked 54 people their favorite way to enjoy an apple. The diagram below displays the data he collected for his project.



How many more people enjoy their apples sliced than those that who enjoy apple juice?

- A. 4 people
- B. 6 people
- C. 8 people
- D. 10 people

24-GR3-LV2-3.MD.3

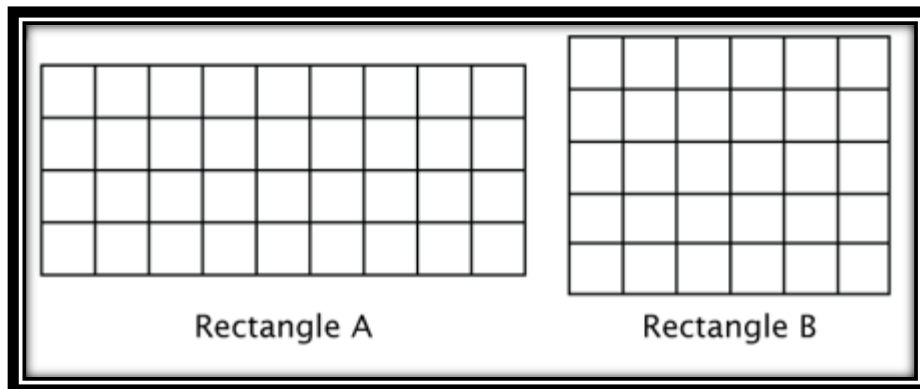
25. Directions: Draw a line to match each line plot on the left to the measurement it represents on the right.

Row	Line Plot
A	
B	
C	

Row	Measurements
1.	
2.	
3.	

25-GR3-LV2-3.MD.4

26. Directions: Use the image below to answer the following question.



Martin states that Rectangle B has a greater area than Rectangle A. Is he correct?

- A. Martin is correct because Rectangle A is made up of 30 unit squares and Rectangle B is made up of 36 unit squares.
- B. Martin is incorrect because Rectangle A is made up of 36 unit squares and Rectangle B is made up of 30 unit squares.
- C. Martin is correct because Rectangle A is made up of 24 unit squares and Rectangle B is made up of 30 unit squares.
- D. Martin is incorrect because Rectangle A is made up of 30 unit squares and Rectangle B is made up of 24 unit squares.

26-GR3-LV2-3.MD.5

27. Mr. Donaldson's rectangular chalkboard has a perimeter of 50 feet. The top side of his chalkboard measures 17 feet.

Directions: Draw a line between each side of the chalkboard to the correct length.

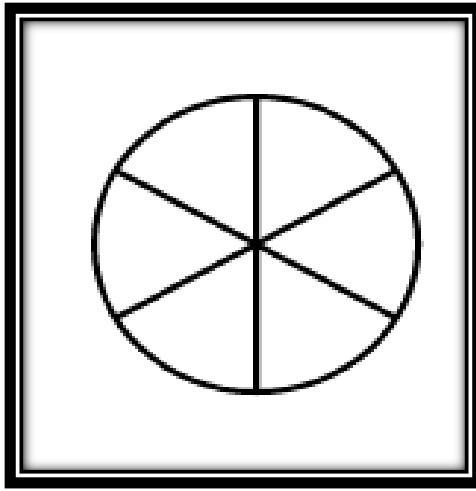
Note: Lengths may be used **more than one time**.

Row	Side of the Chalkboard
A.	Right side
B.	Bottom side
C.	Left side

Row	Length
1.	16 feet
2.	8 feet
3.	17 feet

27-GR3-LV2-3.MD.8

28. The circle below has been divided into equal parts.




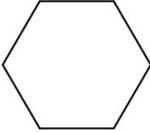
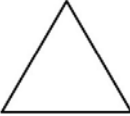
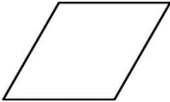

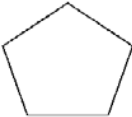
Which statement listed below is true about this circle?

- A. Each part of the circle represents $\frac{1}{8}$ of the circle.
- B. It is impossible to determine what fraction each part of the circle represents.
- C. Each part of the circle represents $\frac{1}{4}$ of the circle.
- D. Each part of the circle represents $\frac{1}{6}$ of the circle.

28-GR3-LV1-3.G.2

29. Directions: Match each figure on the left to the correct category on the right.

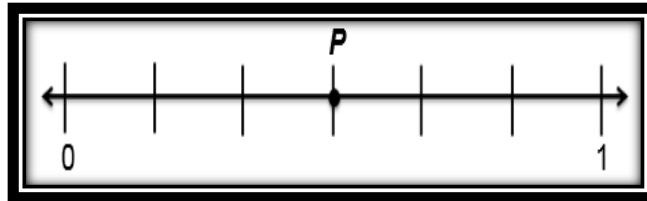
Note: Each category may be used more than one time.

Row	Figure
A.	
B.	
C.	
D.	
E.	
F.	

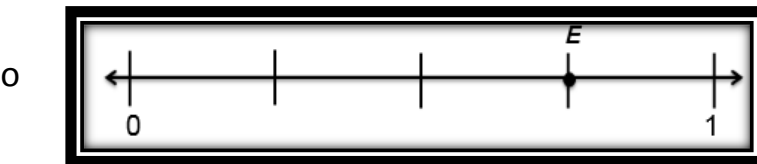
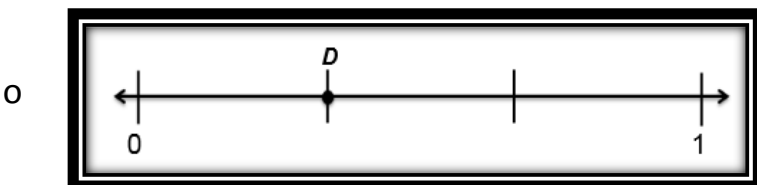
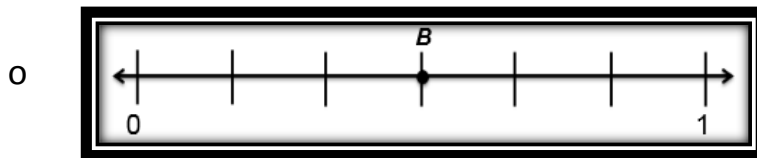
Row	Category
1.	Quadrilateral
2.	Not a Quadrilateral

29-GR3-LV2-3.G.1

30. Directions: Review the number line diagram below.

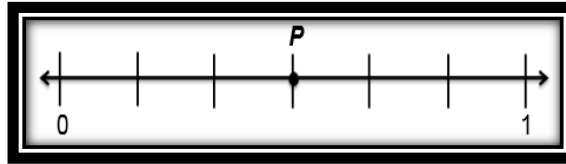


Part A: Which number line diagram below represents the exact same point, fraction, and distance from zero as the point *P*?



30A-GR3-LV2-3.NF.2

Part B: Directions: Review the number line diagram below.



Directions: Examine the shaded area in each model below. Which four models represent fractions that are greater than the fraction represented by point *P*?

<p>A.</p>	<p>E.</p>
<p>B.</p>	<p>F.</p>
<p>C.</p>	<p>G.</p>
<p>D.</p>	

30B-GR3-LV2-3.NF.3

Part C: Seven boys ran in a marathon. The chart below shows the fraction of the marathon that each boy ran.

Directions: Use the table to answer the following questions.

Name	Fraction of the Marathon Ran
Chris	$\frac{2}{8}$
Brooks	$\frac{3}{4}$
Drew	$\frac{7}{8}$
Zak	$\frac{1}{2}$
Sean	$\frac{3}{6}$
Michael	$\frac{1}{4}$
Juan Pablo	?

C1. Who ran the same distance as Chris?

C2. Who ran a longer distance, Brooks or Sean?

C3. Juan Pablo's distance was not recorded on the chart, but he ran the same distance as Brooks. If Juan Pablo's distance can be written as fraction where the denominator is 8, what is the value of the numerator?

30C-PT-GR3-LV2-3.NF.3

Grade 3 Answer Key

Item	Standard	Answer	Point Value
1	3.OA.5	A2, B1, C1, D1	2 pts
2	3.OA.1	A2, B3, C1	1 pt
3	3.OA.2	B	1 pt
4	3.OA.4	A2, B4, C1, D3	2 pts
5	3.OA.9	C	1 pt
6	3.OA.8	A	1 pt
7	3.OA.1	A, C, D	1 pt
8	3.OA.3	A, B, D, E	2pts
9	3.OA.7	A1, A4 B5, B8 C2, C6 D3, D7	2 pts
10	3.OA.9	A: 5 B: 30	1 pt
11	3.NBT.1	D	1 pt
12	3.NBT.2	A, D	1 pt
13	3.NBT.3	C, E	1 pt
14	3.NF.3b	A, D, E	1 pt
15	3.NF.3d	A1, B1, C2, D2	2 pts
16	3.NF.3a	A, D	1 pt
17	3.NF.2b	A	1 pt
18	3.NF.1	C, D, E	1 pt
19	3.NF.3d	B	1 pt
20	3.NF.3c	B	1 pt
21	3.MD.7	A, C, D	1 pt
22	3.MD.1	7:50	1 pt
23	3.MD.6	A4, B1, C2, D3	2 pts
24	3.MD.3	C	1 pt
25	3.MD.4	A3, B1, C2	1 pt
26	3.MD.6	B	1 pt
27	3.MD.8	A2, B3, C2	1 pt
28	3.G.2	D	1 pt
29	3.G.1	A1, B2, C2, D1, E1, F2	2 pts
30A	3.NF.2	A	1 pt
30B	3.NF.3	A, B, E, F	2 pts
30C	3.NF.3	C1: Michael C2: Brooks C3: 6	3pts
Total Points			42 pts

Scoring Rules

Step #1: Use the answer key to view the maximum point value for each item.

Step #2: Add the total number of points the student has earned, and divide by the total number of points possible.

Step #3: Determine if the student has earned at least 80% of the total points.