

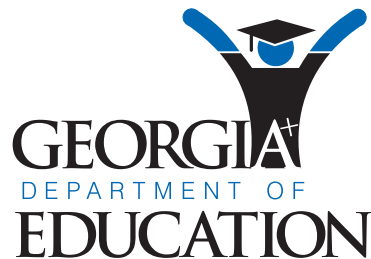


# Georgia CRCT-M

## Sample Items

### Grade 3

#### MATHEMATICS



# **Original CRCT**

## **Grade 3 Items** **MATHEMATICS**

# MATHEMATICS

---

1. Which estimate is CLOSEST to  $19 \times 13$ ?

- A.  $10 \times 10$
- B.  $10 \times 15$
- \* C.  $20 \times 10$
- D.  $20 \times 20$

2. Trey's desk is 36 inches long. How many FEET long is the desk? (12 inches = 1 foot)

- A. 1 foot
- \* B. 3 feet
- C. 12 feet
- D. 36 feet

3. Look at the Input-Output table.

Input	Output
3	15
6	30
9	45
12	?

What rule can be used to find the missing output value?

- A. Input + 3
- B. Input + 15
- C. Input  $\times$  2
- \* D. Input  $\times$  5

4. What is the place value of the underlined digit?

**271.8**

- A. tens
- \* B. tenths
- C. hundreds
- D. hundredths

5. Which of these is equal to  $6 \times 3$ ?

- \* A.  $6 + 6 + 6$
- B.  $6 + 6 + 6 + 6$
- C.  $3 + 3 + 3$
- D.  $3 + 3 + 3 + 3 + 3$



# Grade 3 Items

## MATHEMATICS

# MATHEMATICS

---

1. Which is the **CLOSEST estimate** of  $19 \times 13$ ?

A.  $10 \times 10$

B.  $10 \times 15$

C.  $20 \times 10$

D.  $20 \times 20$

**Remember**

Estimate means to find a close answer. One way to estimate is to round.

2. Trey's desk is 36 inches long. How many **FEET** long is the desk?

A. 1 foot

B. 3 feet

C. 12 feet

D. 36 feet

**Helpful Hint**

12 inches = 1 foot

# MATHEMATICS

---

3. Look at the Input-Output table.

Input	Output
3	15
6	30
9	45
12	?

What rule can be used to find the missing output value?

- A. Input + 3
- B. Input + 15
- C. Input  $\times$  2
- D. Input  $\times$  5

**Helpful Hint**

Look at the table where you have both an input and output value.

# MATHEMATICS

---

4. What is the **place value** of the underlined digit?

271.8

- A. tens
- B. tenths
- C. hundreds
- D. hundredths

5. Which of these is equal to  $6 \times 3$ ?

- A.  $6 + 6 + 6$
- B.  $6 + 6 + 6 + 6$
- C.  $3 + 3 + 3$
- D.  $3 + 3 + 3 + 3 + 3$

Item Sequence	Georgia Performance Standard	KEY
1	<p><b>Domain: Number and Operations</b></p> <p><b>M3N3.</b> Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>f. Use mental math and estimation strategies to multiply.</p>	C
2	<p><b>Domain: Measurement</b></p> <p><b>M3M2.</b> Students will measure length choosing appropriate units and tools.</p> <p>d. Compare one unit to another within a single system of measurement.</p>	B
3	<p><b>Domain: Algebra</b></p> <p><b>M3A1.</b> Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</p> <p>a. Describe and extend numeric and geometric patterns.</p>	D
4	<p><b>Domain: Number and Operations</b></p> <p><b>M3N1.</b> Students will further develop their understanding of whole numbers and decimals and ways of representing them.</p> <p>a. Identify place values from tenths through ten thousands.</p>	B
5	<p><b>Domain: Number &amp; Operations</b></p> <p><b>M3N3.</b> Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</p> <p>a. Describe the relationship between addition and multiplication, i.e. multiplication is defined as repeated addition.</p>	A



Item Sequence	Commentary
All	<ul style="list-style-type: none"><li>• The font size was increased on all items.</li><li>• Geometric figures and other graphic images were enlarged.</li><li>• The line spacing between items was increased.</li></ul>
1	The key word, estimate, is now in bold to help the student focus on the concept being tested. A thought bubble has also been added to remind the student of the definition of estimate. The student still must apply this definition to correctly solve the problem.
2	The conversion has been pulled out of the question stem (in parentheses) and placed in a helpful hint box.
3	A helpful hint has been added to focus the student on where to look for the relationship.
4	Place value has been boldfaced to highlight the concept being tested.
5	No changes have been made.