

Oklahoma School Testing Program
Oklahoma Core Curriculum Tests (OCCT)
Grade 3 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

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**Testing Dates
2013 School Year**

Multiple-Choice Tests
April 10–24, 2013

Acknowledgement

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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Core Curriculum Tests. These tests are designed to measure knowledge in Mathematics and Reading.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate their child's areas of strength as well as areas needing improvement.

This guide provides practice questions, objectives covered in the tests, and a list of test-taking tips. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Core Curriculum Tests, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of Public Instruction

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The Oklahoma Core Curriculum Tests

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, *Oklahoma C³ Standards*, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the *Oklahoma C³* standards and objectives. Tests have been developed by national test publishers that specifically measure the *Oklahoma C³* standards and objectives at Grade 3. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Core Curriculum Tests (OCCT), a criterion-referenced testing program, compares a student's performance with performance standards established by the State Board of Education. These standards, referred to as the Oklahoma Performance Index, or OPI, identify specific levels of performance required on each test. These standards are based upon reviews from groups of Oklahoma educators and citizens who evaluated the tests and made recommendations.

In the content areas of Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

This year, students in Grade 3 will take Multiple-Choice tests in Mathematics and Reading.

This guide provides an opportunity for parents, students, and teachers to become familiar with how these skills in these subject areas will be assessed. It presents general test-taking tips, lists the *Oklahoma C³* standards and objectives that are eligible for assessment in a statewide testing program, gives a blueprint for the tests, and provides practice test questions. Finally, information regarding preparing for testing to the Common Core State Standards is presented.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace studying based on the *Oklahoma C³* standards and objectives, which serve as the foundation for the tests.

General Test-Taking Tips:

- DO...** read this guide carefully and complete the practice tests.
- DO...** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DON'T...** wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.
- DON'T...** worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Multiple-Choice Tests:

- DO...** read each question and every answer choice carefully. Choose the best answer for each question.
- DO...** check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- DO...** read the selections on the Reading Test carefully.
- DO...** remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- DON'T...** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

The Multiple-Choice Tests

Each year, students in Grade 3 take Multiple-Choice Tests in Mathematics and Reading.

Each Multiple-Choice subject test is divided into two separate sections. These two sections of the test may be administered on the same day with a break given between the sections or on consecutive days. Students should have enough time to complete all sections. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Students will mark their answers directly in their testbooks, which are scanned and scored. Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given test session.

The following sections

- list the *Oklahoma C³ Standards* eligible for Multiple-Choice testing in each subject area.
- reproduce the student directions.
- present practice test questions for each subject.
- provide information about preparing for testing to the Common Core State Standards.

Oklahoma C³ Standards

The *Oklahoma C³ Standards* that are eligible for testing in the Grade 3 Multiple-Choice Tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. Student performance on the Multiple-Choice Tests is reported at the standard and objective levels in all subject areas. In Mathematics, student performance is reported by the content standards. Please note that not all *Oklahoma C³* standards and objectives are appropriate for the statewide assessment. This guide includes only the *Oklahoma C³* standards and objectives that are assessed by the OCCT and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Process)—Grade 3

Process Standard 1: Problem Solving

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problem (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

Process Standard 2: Communication

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

Process Standard 3: Reasoning

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

Process Standard 4: Connections

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $3 \bullet 4$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, 12 can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

Process Standard 5: Representation

1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

Mathematics (Content)—Grade 3

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use a variety of problem-solving approaches to extend and create patterns.

1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulatives to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).

Standard 2: Number Sense and Operation—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

1. Number Sense
 - a. Place Value
 - i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).
 - ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).
 - b. Whole Numbers and Fractions
 - i. Compare and order whole numbers up to 4 digits.
 - ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).
2. Number Operations
 - a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.
 - b. Multiplication Concepts and Fact Families
 - i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.
 - ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).

- iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

Standard 3: Geometry—The student will use geometric properties and relationships to recognize and describe shapes.

1. Identify and compare attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).
2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).
3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.

Standard 4: Measurement—The student will use appropriate units of measure to solve problems.

1. Measurement
 - a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
 - c. Develop and use the concept of perimeter of different shapes to solve problems.
2. Time and Temperature
 - a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).
 - b. Tell time on a digital and analog clock to the nearest 5 minutes.
 - c. Read a thermometer and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.

Standard 5: Data Analysis—The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

1. Data Analysis
 - a. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
 - b. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
2. Probability: Describe the probability (more, less, or equally likely) of chance events.

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 3 Mathematics
Test Blueprint
School Year 2012–2013**

The Test Blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items*	Ideal Percentage of Items**	Reporting Category ***
Algebraic Reasoning: Patterns and Relationships	7	14%	7
Algebra Patterns (1.1)	2		4
Equations (1.2)	2		
Number Properties (1.3)	3		3
Number Sense and Operation	20	40%	20
Number Sense (2.1)	10		10
Number Operations (2.2)	10		10
Geometry	7	14%	7
Properties of shapes (3.1)	3		5
Spatial Reasoning (3.2)	2		
Coordinate Geometry (3.3)	2		2
Measurement	9	18%	9
Measurement (4.1)	4		4
Time and Temperature (4.2)	2		5
Money (4.3)	3		
Data Analysis	7	14%	7
Data Analysis (5.1)	4		4
Probability (5.2)	3		3
Total Test	50	100%	50

* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

*** Objectives have been grouped for reporting purposes only.

The Oklahoma C³ Standards correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Reading—Grade 3

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
 - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
 - c. Recall major points in a text and revise predictions about what is read.
 - d. Show understanding by asking questions and supporting answers with literal information from the text.
2. Inferences and Interpretation
 - a. Make inferences by connecting prior knowledge and experience with information from the text.
 - b. Interpret text, including lessons or morals depicted in fairy tales, fables, etc., and draw conclusions from evidence presented in the text.
3. Summary and Generalization
 - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
 - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
 - c. Produce summaries of fiction and nonfiction text, highlighting major points.

4. Analysis and Evaluation
 - a. Analyze characters including their traits, relationships, feelings, and changes in text.
 - b. Distinguish between fact and opinion in nonfiction text.
 - c. Analyze the causes, motivations, sequences, and results of events from a text.

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
 - b. Recognize themes that occur across literary works.

Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of “everyone is unique” that occurs in both stories.
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Standard 6: Research and Information—The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Alphabetize to the third letter.
 - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
 - c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
 - d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
 - e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 3 Reading
Test Blueprint
School Year 2012–2013**

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items*	Ideal Percentage of Items **
Vocabulary	12	24%
Words in Context (2.1)	2–4	
Affixes, Roots, and Stems (2.2)	2–4	
Synonyms, Antonyms, and Homonyms (2.3)	2–4	
Using Resource Materials (2.4)	2–4	
Comprehension/Critical Literacy	24	48%
Literal Understanding (4.1)	5	
Inferences and Interpretation (4.2)	7	
Summary and Generalization (4.3)	6	
Analysis and Evaluation (4.4)	6	
Literature	8	16%
Literary Elements (5.2)	3–4	
Figurative Language/Sound Devices (5.3)	4–5	
Research and Information	6	12%
Accessing Information (6.1)	6	
Total Test	50	100%

* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

The Oklahoma C³ Standards correspond to the PASS standards. In 2014–2015 the Common Core State Standards will be assessed.

Scoring Criteria

Scoring criteria focus on the clear understanding of the reading process, effective understanding and application of responding to text, and effective understanding and analysis of information and research.

Multiple-Choice Practice Tests

Student Directions

1. Multiple-Choice Practice Tests for each of the subjects assessed are provided in the sections that follow. Each test includes 15 practice questions that are similar to the questions on the test.
2. Fill in the circle beside the correct answer to each test question on the pages of the test book.
3. Turn to the Mathematics Practice Test. Read the directions at the top of the page.
4. Look at Sample A in the box. Read it to yourself and think of the answer. The correct answer to Sample A has been filled in. This shows you how to mark your answers in your test book.
5. Read Sample B of the Mathematics Practice Test. Mark your answer to Sample B in your test book. Next answer the 15 practice questions. Fill in the circle for each answer completely, as shown in the sample. Mark only in one circle for each question.

Note for students:

The practice tests in the following section are short versions of the type of Multiple-Choice Tests you will be taking. Follow the instructions as you take the practice tests on the pages that follow.

6. After you finish the Mathematics Practice Test, go on to the Reading Practice Test. Read the directions to yourself and then answer the practice questions.
7. When you are finished, check your answers against the Answer Keys. The standards and objectives for each question are also shown.



DIRECTIONS

Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Sample A

Which list shows three numbers in order from least to greatest?

- 1,739, 1,985, 2,808
- 1,739, 2,808, 1,985
- 2,808, 1,985, 1,739
- 2,808, 1,739, 1,985

Sample B

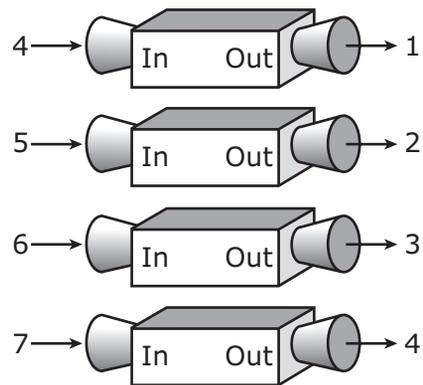


Which 2 shapes could be put together to make the shape above?

- a square and a circle
- a square and a triangle
- a rectangle and a circle
- a rectangle and a triangle



- 1** The picture shows how a number machine uses a rule to change a number.



What is the rule for this number machine?

- Ⓐ add 1
- Ⓑ add 3
- Ⓒ subtract 1
- Ⓓ subtract 3



- 2 Anton bought a comic book. The price is shown. Anton paid with a \$5.00 bill.



How much change should Anton have received?

- (A) \$2.10
- (B) \$2.15
- (C) \$2.85
- (D) \$3.85

- 3 Bobby used his place value mat to show a number.

Thousands	Hundreds	Tens	Ones
● ●	● ● ●	● ● ● ● ●	● ● ● ●

Which is another way to show Bobby's number?

- (A) 2,304
- (B) 2,350
- (C) 2,354
- (D) 2,540



4 The diagram shows how fraction strips are used to model four fractions.

$$\frac{1}{4} = \boxed{\frac{1}{4}}$$

$$\frac{2}{3} = \boxed{\frac{1}{3}} \boxed{\frac{1}{3}}$$

$$\frac{1}{2} = \boxed{\frac{1}{2}}$$

$$\frac{3}{4} = \boxed{\frac{1}{4}} \boxed{\frac{1}{4}} \boxed{\frac{1}{4}}$$

Which fraction has the least value?

- (A) $\frac{1}{4}$
- (B) $\frac{2}{3}$
- (C) $\frac{1}{2}$
- (D) $\frac{3}{4}$



5 Riley made this table to show the weights of her pets.

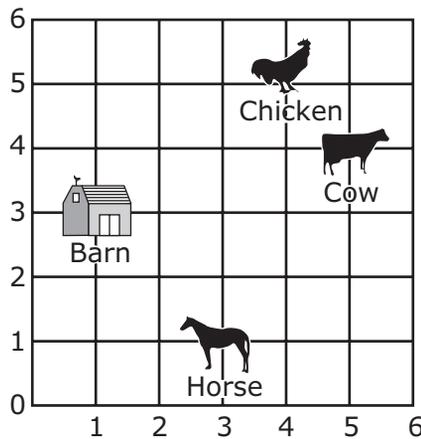
Weights of Pets

Pet's Name	Weight (ounces)
Bart	1,520
Juan	1,360
Megan	1,424

Which shows Riley's pets in order from heaviest to lightest?

- (A) Bart, Juan, Megan
- (B) Juan, Megan, Bart
- (C) Megan, Bart, Juan
- (D) Bart, Megan, Juan

6 The grid shows the location of the barn and 3 animals on Joey's farm.



Which ordered pair shows the location of the chicken?

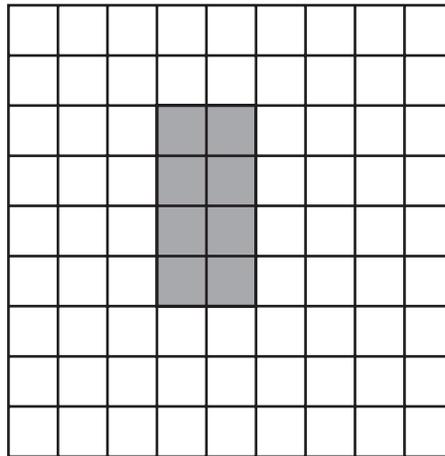
- (A) (1, 3)
- (B) (3, 1)
- (C) (4, 5)
- (D) (5, 4)



7 Today, Clara’s Bakery made 281 cookies and sold 147 cookies. To the nearest ten, what is the number of cookies that are left to sell tomorrow?

- Ⓐ 30 cookies
- Ⓑ 40 cookies
- Ⓒ 130 cookies
- Ⓓ 150 cookies

8



Key: $\text{—|—} = 1 \text{ unit}$

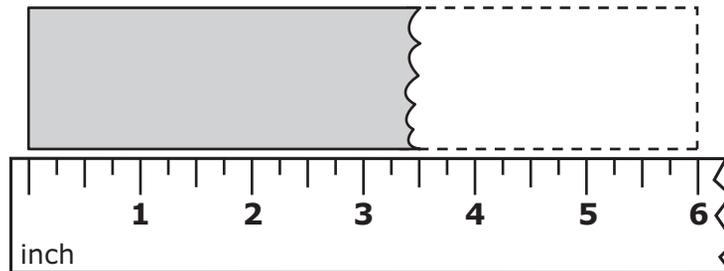
What is the perimeter of the shaded figure on the grid?

- Ⓐ 6 units
- Ⓑ 8 units
- Ⓒ 12 units
- Ⓓ 16 units



9

Gail ate part of a candy bar. The shaded area in the picture shows how much is left.



To the nearest half-inch, how much of the bar has Gail already eaten?

- Ⓐ $1\frac{1}{2}$ inches
- Ⓑ $2\frac{1}{2}$ inches
- Ⓒ $3\frac{1}{2}$ inches
- Ⓓ $4\frac{1}{2}$ inches



- 10** Abe started a pattern on the hundred chart by shading the number 7. Then he used an addition rule to shade two other numbers. He will shade more numbers in the pattern using the same rule.

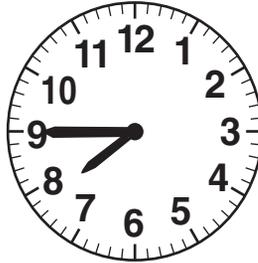
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What should be the next shaded number in Abe’s pattern?

- Ⓐ 28
- Ⓑ 31
- Ⓒ 34
- Ⓓ 37



11 Bob will leave for school at the time shown on the clock.



What time does the clock show?

- (A) 7:45
- (B) 8:09
- (C) 8:45
- (D) 9:08

12 The pictograph shows the number of cupcakes sold at a bakery each day last week.

Number of Cupcakes Sold

Day	Number Sold
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Key: = 10 cupcakes

How many total cupcakes were sold on Monday and Tuesday last week?

- (A) 6 cupcakes
- (B) 7 cupcakes
- (C) 60 cupcakes
- (D) 70 cupcakes

- 13** The number of red, yellow, blue, and green balloons that Sadie has is shown in this pictograph.

Colors of Balloons

Color	Number of Balloons
Red	
Yellow	
Blue	
Green	

Key:  = 2 balloons

Which table shows the same information as the pictograph?

Ⓐ

Color	Number of Balloons
Red	15
Yellow	6
Blue	12
Green	3

Ⓒ

Color	Number of Balloons
Red	5
Yellow	2
Blue	4
Green	1

Ⓑ

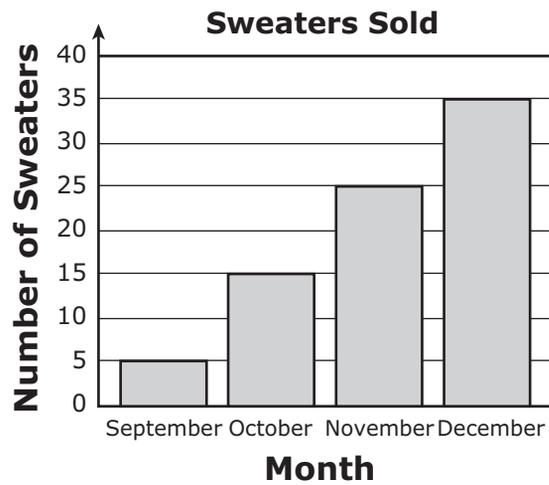
Color	Number of Balloons
Red	10
Yellow	4
Blue	8
Green	2

Ⓓ

Color	Number of Balloons
Red	12
Yellow	4
Blue	10
Green	2



- 14** The graph shows the number of sweaters Lisa sold in each of 4 months.

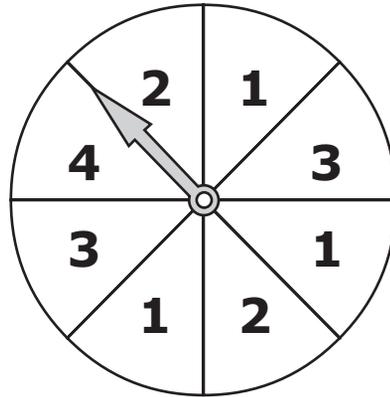


How many more sweaters did Lisa sell in November than in September?

- Ⓐ 30 sweaters
- Ⓑ 20 sweaters
- Ⓒ 15 sweaters
- Ⓓ 10 sweaters



15 Each section of the spinner is the same size.



On which number is the arrow least likely to land after one spin?

- (A) 1
- (B) 2
- (C) 3
- (D) 4



**DIRECTIONS**

Read each selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Sample Selection

Best Friends

- 1 For as long as Chad could remember, he wanted a dog. Pets were not allowed in their apartment building. When summer came, his family moved to a big house. Chad's parents gave him a small dog named Shag.
- 2 All summer and fall they played together. They took long walks. They rolled on the grass and jumped into piles of leaves. In the winter they made tracks on the snow. After school Shag would meet him at the door. Shag was his best friend!

Sample A

What is the story mostly about?

- Ⓐ Moving into a new house is fun.
- Ⓑ A boy and a dog become friends.
- Ⓒ Playing outside is better than inside.
- Ⓓ A boy learns to share with his parents.

Sample B

What did Chad and Shag like to do best in the winter?

- Ⓐ roll in the grass
- Ⓑ work on homework
- Ⓒ jump into the leaves
- Ⓓ make tracks on the snow



Read the selections on the next two pages. Then answer the questions that follow.

Joshua's Circus Rabbit

- 1 Joshua's teacher, Mr. Santos, was helping the class plan for Visitors' Night. "Let's make our room look like a circus. We can hang up pictures of clowns and tents. We can put other circus items around the room. Your visitors will feel like they are at a circus!"
- 2 Mandy raised her hand and asked, "Can we make a circus train? I have a book that shows one filled with wild animals. We could make one from wagons and stuffed animals."
- 3 Everyone liked Mandy's idea. Joshua and two other children offered to bring their wagons to school. Mr. Santos asked others to bring in stuffed animals.
- 4 On the way home from school, Joshua thought and thought. He used to have stuffed elephants, monkeys, rabbits, bears, and tigers when he was younger. Last year, though, he had given them away. Now he had only one stuffed animal—a rabbit named "Pinky." It was special to Joshua because his grandmother had given it to him when he was a baby. But who had ever heard of a pink circus rabbit?
- 5 Joshua went straight to his room when he got home. He picked up Pinky. He touched her button nose, furry ears, and cute tail. How could he make a pink rabbit look like a circus animal?
- 6 First, Joshua tried tying Pinky's ears back. She still looked like a rabbit. Then, he covered her with strips of black tape. She looked like a silly pink tiger. Next, Joshua made lion hair from yellow string. When he put it on Pinky, she looked like a rabbit with a mop on her head! Joshua gave up.
- 7 In the morning, he had to decide what to do. Should he take Pinky to school in his wagon? Finally, he put her in his wagon and pulled it to school. He found a surprise there! Mandy had brought her stuffed cat. One boy had brought a toy chicken and baby chicks. Another student had brought a stuffed dog. Of course, there were lots of tigers, lions, elephants, and monkeys, too.
- 8 "Let's make a circus pet wagon!" Joshua said.
- 9 Mr. Santos helped the class make a sign for the last wagon in the circus train. It said, "Circus Pets." Joshua placed the cat, chicken, chicks, and dog in their special wagon, right behind Pinky the rabbit.



Tasty Treats in Ten Words or Less

motto—a short saying about an idea

advertisement—a notice that calls attention

decision—act of making up your mind

- 1 “Whoa! Look out!” Mr. Corcoran called as Benny charged in the bakery door. “It’s lucky I saw you coming, young man. If I hadn’t, you would have knocked me down and this tray full of cookies would have gone with me!”
- 2 “Sorry, Mr. Corcoran,” Benny gasped. “I was excited because I heard about your contest. I guess I hurried too much. You’ll still let me enter, won’t you?”
- 3 “I couldn’t leave you out, Ben,” Mr. Corcoran said kindly. “You’re one of my best customers. You know every goody this bakery sells. And I believe the chocolate-chip peanut-butter muffin is your favorite.” Mr. Corcoran sighed. “That big, new grocery store has its own bakery. We need a motto that helps people think about our bakery. Your nice words about us may be among the best. And we need them!”
- 4 “I’ll do my best, Mr. Corcoran,” said Benny. “The \$100 prize would buy the guitar I’ve been wanting. I wouldn’t be unhappy to win second prize either. Imagine a free muffin every week for a whole year!”
- 5 “Better not count your muffins or money just yet,” Mr. Corcoran laughed. “Remember, the decision won’t be up to me. The judges are leaders of the company. You know I will root for you, though. So, take this information sheet and get started!”
- 6 Benny took the sheet and bought one of his favorite muffins. As he sat at a table eating, he read the advertisement.

Use “Joshua’s Circus Rabbit” to answer questions 1 through 3.

1 In paragraph 4, an antonym for special is

- Ⓐ important.
- Ⓑ different.
- Ⓒ common.
- Ⓓ unusual.



2 What is Joshua's class getting ready for?

- Ⓐ a circus trip
- Ⓑ Visitors' Night
- Ⓒ Mandy's surprise
- Ⓓ a summer vacation

3 This story is mainly about how

- Ⓐ a class plans a fun event.
- Ⓑ a stuffed animal is special.
- Ⓒ pink rabbits belong in circuses.
- Ⓓ circus wagons are easy to make.

Use "Tasty Treats in Ten Words or Less" to answer questions 4 through 7.

4 Based on the title, what could a student predict this passage would be about?

- Ⓐ food
- Ⓑ prizes
- Ⓒ a little boy
- Ⓓ a local bakery

5 In paragraph 1, look out means

- Ⓐ be careful.
- Ⓑ come see.
- Ⓒ sit down.
- Ⓓ be quiet.



6

root v.

1. to dig with a snout or nose
2. to look for something
3. to cheer
4. to grow

Which meaning best fits the way root is used in paragraph 5?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

7

Which list of words is written in alphabetical order?

- (A) moment, motto, morning
- (B) contest, corner, courage
- (C) word, woman, would
- (D) proud, prize, prune

Use “Joshua’s Circus Rabbit” and “Tasty Treats in Ten Words or Less” to answer question 8.

8

How are Benny and Joshua alike?

- (A) They have to get ready for a contest.
- (B) They are excited about their activities.
- (C) They need to ask for help from an adult.
- (D) They must prepare for a school activity.



Read the selection below. Then answer the questions that follow.

Elephants and Their Trunks

- 1 Elephants are interesting animals with large ears, a long trunk, and short legs. They use their legs to stand and walk. Unlike lions and tigers, an elephant cannot use its legs to jump or run fast. But elephants do have something that most animals do not have—a trunk!
- 2 It is difficult for an elephant to bend down to reach food on the ground because of its short, fat legs. That is why an elephant has a trunk. It uses its trunk to reach food it needs. Without its trunk, an elephant would be helpless.
- 3 An elephant uses its trunk as a monkey might use its arms and hands. The elephant can scratch an itch, pick up a tiny peanut or piece of popcorn, and touch objects with its trunk. An elephant's trunk can even wrap around a tree and pull it out of the ground.
- 4 An elephant's trunk also helps it drink water. An elephant can drink as much as 50 gallons of water each day. It does this by sucking the water into its trunk. Then the elephant squirts the water into its mouth and down its throat. An elephant's trunk is very useful!



9 In paragraph 2, helpless means

- Ⓐ trying to help.
- Ⓑ without help.
- Ⓒ full of help.
- Ⓓ never help.

10 What does squirts mean in paragraph 4?

- Ⓐ swallows
- Ⓑ dribbles
- Ⓒ sprays
- Ⓓ rinses

11 This story mostly tells the reader that elephants

- Ⓐ would be helpless without a trunk.
- Ⓑ use their short legs to find food.
- Ⓒ are stronger than most animals.
- Ⓓ drink water once a day.

12 What is one way that the elephant's trunk is like a monkey's hands?

- Ⓐ Both can squirt water.
- Ⓑ Both have fingernails.
- Ⓒ Both can wrap around a tree.
- Ⓓ Both have fingers to hold things.



13 Which is an opinion from the passage?

- Ⓐ They use their legs to stand and walk.
- Ⓑ It uses its trunk to reach food it needs.
- Ⓒ An elephant's trunk also helps it drink water.
- Ⓓ An elephant's trunk is very useful!

14 To find out what pages in a science book have information about elephants, a student would use the

- Ⓐ chapter headings.
- Ⓑ title page.
- Ⓒ glossary.
- Ⓓ index.

15 Between which two topics would a student find Elephant in an encyclopedia?

- Ⓐ Eagle and Ear
- Ⓑ Elbow and Elk
- Ⓒ Ellipse and Emu
- Ⓓ Energy and Engine



Preparing for Testing to the Common Core State Standards

“The Common Core State Standards (CCSS) Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.” (www.corestandards.org)

Oklahoma’s State Board of Education adopted the Common Core State Standards (CCSS) in 2010 along with the majority of other states. These next few years will be a time of transition as Oklahoma begins moving from our current *Oklahoma C³ Standards* curriculum to the CCSS. Transition will include teacher development, local curriculum revision, and test development for a new generation of state assessments. This transition will be complete and fully implemented by the 2014–15 school year.

In order to begin bridging to the requirements of the CCSS, students in Grade 3 will participate in field testing of five items aligned to the CCSS for Mathematics and five items aligned to the CCSS for Reading this year. Reading items will include one short constructed response item related to a passage. These newly developed CCSS-based items were reviewed by committees of Oklahoma educators in the summer of 2012. Students will not be scored on these field test items.

Mathematics CCSS

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

¹ See Glossary, Table 2 in the CCSS for Mathematics.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples:*
If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.)
 $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$.
(Associative property of multiplication.) *Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7*
as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten (3.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

² Students need not use formal terms for these properties.

³ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

⁴ A range of algorithms may be used.

Number and Operations—Fractions⁵ (3.NF)

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data (3.MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

⁵ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

⁶ Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷ Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2 in the CCSS for Mathematics.)

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry (3.G)

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Reading CCSS

Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Answer Keys

Mathematics		
Number	Answer	<i>OK C³</i> Objective
Sample A	A	2.1b.i
Sample B	D	3.2
1	D	1.1
2	C	4.3
3	C	2.1a.i
4	A	2.1b.ii
5	D	2.1b.i
6	C	3.3
7	C	2.2a
8	C	4.1c
9	B	4.1a
10	A	1.1
11	A	4.2b
12	D	5.1b
13	B	5.1c
14	B	5.1b
15	D	5.2

Reading		
Number	Answer	<i>OK C³</i> Objective
Sample A	B	4.3a
Sample B	D	4.1a
1	C	2.3
2	B	4.1a
3	A	4.3a
4	A	4.1b
5	A	5.3
6	C	2.4
7	B	6.1a
8	B	5.2a
9	B	2.2
10	C	2.1
11	A	4.1a
12	C	4.2b
13	D	4.4b
14	D	6.1d
15	B	6.1b

