Mathematics • English/Language Arts
Grade 3

Web Version
Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.
DO
NOT
MARK
ON THIS
PAGE
**NOTE:** A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

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As you complete each problem, remember to

- ✔ **READ** the problem carefully
- ✔ **PLAN** how to solve the problem
- ✔ **SOLVE** the problem showing all steps
- ✔ **CHECK** your work
1. A teacher wrote numbers in three different ways. Circle the TWO mistakes that were made.

**Example A**

380  
three hundred eighty  
300 + 8

**Example B**

624  
six hundred twenty-four  
6 hundreds + 2 tens + 4 ones

**Example C**

875  
eight hundred seventy-five  
800 + 70 + 15

On the lines below, write the letter of the examples that have a mistake. Use words, numbers, or pictures to explain what two mistakes were made AND how to correct each mistake.

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Sam and Gus collect sports cards.

Complete the chart below to show the number of football cards each child has.

<table>
<thead>
<tr>
<th>Sports Cards</th>
<th>Show All Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sam</td>
</tr>
<tr>
<td>Baseball</td>
<td>274</td>
</tr>
<tr>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
</tr>
</tbody>
</table>

How many more FOOTBALL cards does Sam have than Gus?

Show All Work

Answer __________ football cards
The lengths, in feet and inches, of 3 rectangles are shown below.

- 3 ft 7 in.
- 13 in.
- 2 ft 4 in.

What is the total length, in FEET, of the 3 rectangles?

1 foot = 12 inches

Show All Work

Answer _________ feet
Kyle, Jared, and Isabella each made a fraction picture. Jared and Isabella want their fraction pictures to be equivalent to (the same value as) Kyle’s picture.

Shade Jared’s and Isabella’s circles to match Kyle’s.

Name each fraction.

Kyle _______ Jared _______ Isabella _______

Mark the circles below with an X to show the SAME fraction as Kyle’s picture.

Now, name this fraction.

Answer _______
On the lines below, use words, numbers, or pictures to explain why all FOUR fractions are equivalent.

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ATTENTION! Please do not leave your punchouts in this book.
ATTENTION!

Do NOT go on until you are told to do so.

STOP
ATTENTION!

Do NOT go on until you are told to do so.

STOP
Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

**NOTE:** Only your writing on the lined pages in this book will be scored.
A Difficult Task

Read the writing prompt below and complete the writing activity.

Think of a task or job you had to do that was very difficult. Maybe your parents asked you to do a chore at home, or maybe your teacher asked you to learn something new at school.

Write about your difficult task or job.

Prewriting Activity

• Use the space on the next page to help you plan your writing.
• Be sure your writing has a beginning, a middle, and an end.
• Be sure to include details to make your writing interesting.
• Here are some questions to help you in your writing:
  ✔ What was your difficult task?
  ✔ Why did you have to do the task?
  ✔ Why did you think the task was difficult?
Session 2

Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

**Prewriting/Planning**
Use the Editing Checklist on page 19. Check your writing for correct grammar, spelling, punctuation, and capitalization. Remember, your writing should be well organized.

Title: _______________________________________

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Go On
Now check your writing using this Editing Checklist.

**Editing Checklist**

1. Have you started each sentence with a capital letter?
2. Have you capitalized names of people and places?
3. Have you used correct punctuation?
4. Have you spelled all words correctly?
5. Does the action word (verb) of your sentence agree with the subject?
   - Examples: Tom **plays** at the park.
   - They **play** at the park.
6. Have you used the correct form of your action words (verbs)?
   - Examples: Jan **plays** today.
   - Jan **played** yesterday.
   - Jan **will play** tomorrow.
7. Have you written complete sentences?

STOP! STOP! STOP! STOP! STOP! STOP!) STOP!

*English/Language Arts*
ATTENTION!

Do NOT go on until you are told to do so.
ATTENTION!

Do NOT go on until you are told to do so.

STOP
Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

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**Directions**

For Session 3, you will read a story called “No News is Bad News” and complete Numbers 1 through 3. You may look back at the story as often as you like. Then you will complete a writing activity.
Jill pushed the kernel of corn into the moist soil with her finger. Her mouth watered as she thought about a big ear of sweet corn dripping with butter.

This was the first year Jill had her own corner of the garden to plant whatever she wanted. She loved sweet corn, so she planted three rows of it. When the first tiny leaves broke through the ground, Jill pulled Dad by the hand all the way across the yard to see them.

When July came, the weather turned hot and humid. “Great corn growing weather!” Dad exclaimed.

Indeed it was. Every day the corn seemed to grow another inch taller. Jill worked hard, watering and weeding her garden. She smiled as she thought about sinking her teeth into a hot, buttery ear of corn.

By August, the corn stalks towered far above her head. “When will the corn be ready?” she asked.

“Soon,” Dad said. “In a few days we can pick some.”

The next morning, Jill went out to check on her corn. In the dirt she saw strange animal tracks with five pointy toes. They led right to the corn stalks. Several ears of corn had been ripped off, and the husks and silks were scattered all over the ground. Just the cobs remained. Most of the kernels of corn had been eaten off.

Crying, Jill ran to tell her dad.

“It must have been raccoons,” he said. “They love sweet corn. If there are enough of them, they can clean out a whole corn patch in one night.”
“When we were young, we used to put newspapers all the way around the patch. We weighed them down with clods of dirt. It worked for us.”

Jill didn’t see what good the papers would do, but she didn’t have any better ideas. That evening she carefully laid out newspapers. They crunched as she piled on lumps of dirt to hold them down.

The next morning, she found no tracks and no empty cobs. Somehow, the newspapers had worked!

“You will have to change the newspapers every day,” said Dad. He tried to hold back a smile. “The raccoons have read yesterday’s news. They will need new news to keep them busy so they don’t have time to go after your corn.”

Jill laughed. Raccoons couldn’t read. Besides, it had taken her a long time to get the papers laid out last night. She didn’t know how, but they had worked. There was no reason to change something that worked.

But the next morning, the raccoons had struck again. Jill sat down on the soggy papers and cried. She wouldn’t get even one mouthful of sweet corn at this rate!

Maybe her dad wasn’t teasing. Maybe raccoons really could read. What else could explain it?

The dew from the papers started seeping through her shorts.

The dew? Of course, the papers weren’t crunchy! When the raccoons walked on the papers the first night, the noise must have scared them away. By the second night, the papers had soaked up so much dew that they weren’t crunchy anymore.

That evening, Jill carefully laid out fresh newspapers for the raccoons. The next day, she and Dad picked corn for dinner. As she bit into a juicy ear, she was glad the raccoons hadn’t realized she had put out last week’s news!
1. How does the author show the reader that Jill “loved sweet corn”? Support your answer with details from the story.

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2. Why is Jill having trouble growing corn? What does she do to solve this problem? Support your answer with details from the story.

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Circle one of the words below that you think BEST describes Jill in the story.

excited  frustrated

Explain why you chose this word. Support your answer with details from the story.

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Matt’s Move

His mother was wrong. It was not going to be easy. He would have to make new friends all over again. The first day at his new school was going to be terrible. He just knew it. Everyone would stare at him and wonder, “Who’s the new kid?” The teacher would pronounce his last name wrong. They always did. At recess, on the playground, he would be alone watching everyone else play basketball with their buddies. That was the worst part! He would have to try out to get on the basketball team at the new school. What if he didn’t make it? He couldn’t handle that. Matt did not want to move.

Finish the story. Tell what happens to Matt. Be sure to include details to support your writing.
Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning
Use the Editing Checklist on page 30. Check your story for correct grammar, spelling, punctuation, and capitalization. Remember, your story should be well organized.
Now check your writing using this Editing Checklist.

**Editing Checklist**

1. Have you started each sentence with a capital letter?
2. Have you capitalized names of people and places?
3. Have you used correct punctuation?
4. Have you spelled all words correctly?
5. Does the action word (verb) of your sentence agree with the subject?
   - Examples: Tom _plays_ at the park.
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Applied Skills Assessment
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