

Third Grade Cluster 2 Assessment Teacher Guide



This assessment assesses students' ability to:

- Use square tiles to measure the number of square units of a shape
- Measure rectangles using square units of different sizes
- Use multiplication to find the area of rectangular arrays
- Create a scaled picture graph
- Create a scaled bar graph

Common Core Standards:

This assessment addresses each of the following Common Core Standards.

Standard	Question #
NC.3.MD.3	1-7

Assessment Administration:

This assessment is calculator inactive. Students should not use a calculator for this test. Questions 6 and 7 are open response questions. Teachers should use the rubric to score these questions. Students should have access to graph paper for this assessment.

Data Driven Instruction:

This assessment is one data point and should be used with data gathered from multiple sources to make an informed decision about each student's misconceptions and mastery.

3rd Grade MD Area & Graphing Assessment – Scoring Guide

Question	Standard	Answer
1	NC.3.MD.3	B
2	NC.3.MD.3	A
3	NC.3.MD.3	C
4	NC.3.MD.3	B
5	NC.3.MD.3	B
6	NC.3.MD.3	Rubric
7	NC.3.MD.3	Rubric

Question 6 (4 points):

Student receives 1 point for each of the following bullets:

- Student puts a title on the graph.
- Student creates a scaled bar graph or pictograph (Each box or symbol represents more than one).
- Student labels each axis of the bar graph OR one axis of the pictograph and includes a key for the value of the symbol.
- Student accurately represents the quantities given for each child in their graph

Question 7 (2 points):

Student receives 1 point for each accurate statement about the data in the graph created

Student Name: _____ Date: _____

3rd Grade

Directions:

Calculator Inactive: #1-7

You may NOT use a calculator for this test.

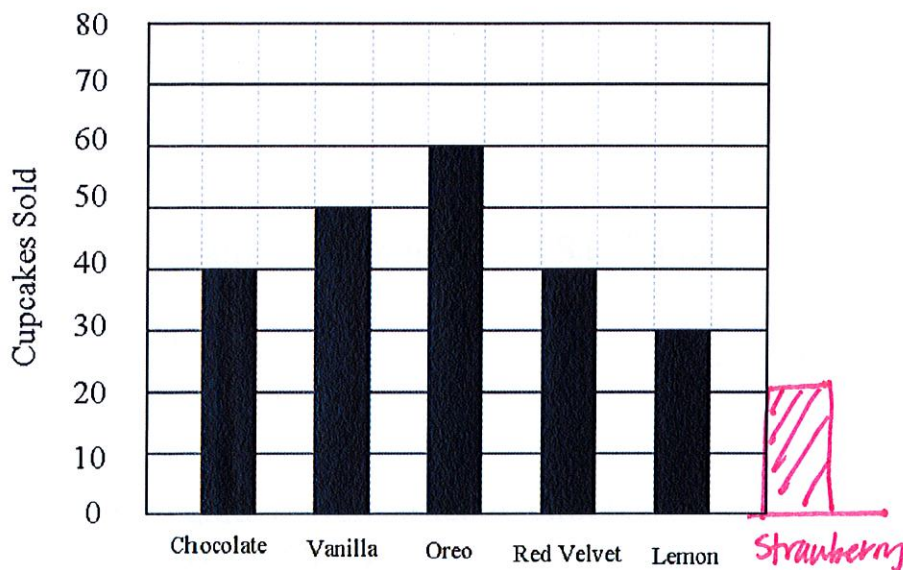
Solve each problem and show your work.

Use the graph to answer questions 1 and 2.

The graph shows the number of cupcakes sold at a bakery last month.



Cupcake Sales



Types of Cupcakes

1. How many fewer lemon cupcakes were sold than chocolate and vanilla combined?

A 30

B 60

C 90

D 120

$$\begin{array}{r} C+V = 40+50 = 90 \\ - 30 \\ \hline 60 \end{array}$$

2. The bakery manager forgot to include strawberry cupcakes sales in the graph. The bakery sold 40 more Oreo cupcakes than strawberry cupcakes. How many strawberry cupcakes were sold?

A 20

B 40

C 60

D 100

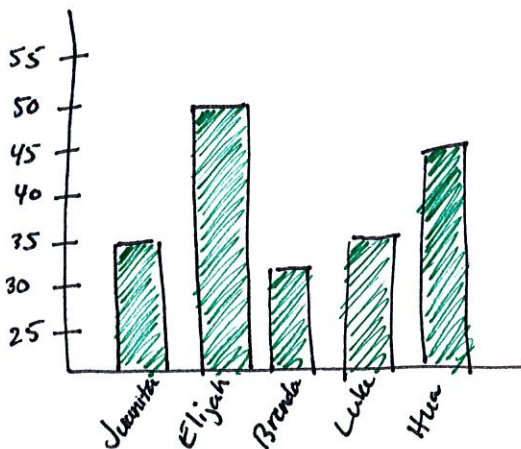
Open Response:



6. Five children decided to do small jobs for their neighbors to earn money over the summer. They recorded the money that they earned in the table below.

Child	Money Earned
Juanita	\$35
Elijah	\$50
Brenda	\$30
Luke	\$35
Hua	\$45

Use the data to create a scaled bar graph or scaled pictograph. You may use the space below or request graph paper from your teacher.



7. Use the graph to create two statements comparing the money amounts collected by the 5 children.

Ex: Statement 1: How much more money did Hua earn than Brenda?

Ex: Statement 2: If Hua & Elijah combined their money how much more would they have than Luke?