RELEASED ITEMS

MATHEMATICS

GRADE 3

Fall 2007
MICHIGAN STATE BOARD OF EDUCATION
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activity for which it is responsible or for which it receives financial assistance from the
U.S. Department of Education.
PART 1

DIRECTIONS

This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper.

The items on this test are all multiple-choice. Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

Sample Multiple-Choice Item:

Julia had $5.00. She spent $2.54. How much money did she have left?

⊙ A $7.54
⊙ B $3.54
⊙ C $2.46

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your test booklet.

You will have at least 35 minutes to finish Part 1 of this test. You will be given additional time if necessary.

1. Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

2. If you finish early, you may check your work in Part 1 of the test ONLY.

3. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.
1 Which shows eight hundred fifty-two in standard form?
   ☒ A  800,502
   ◐ B   80,052
   ☒ C   852

2 Read and write numbers to 1000
   A    place value error
   B    place value error
   C    correct

3 Which shows seven hundred sixty-two in standard form?
   ☐ A   762
   ☐ B   7,062
   ☒ C   70,062
4 Compare and order numbers to 1000
   A place value error or confused greater than with less than
   B place value error or confused greater than with less than
   C correct

5 Which statement is true?
   ⊗ A 38 > 23
   ⊗ B 38 < 23
   ⊗ C 38 > 38

6 Compare and order numbers to 1000
   A place value error or confused greater than with less than
   B place value error or confused greater than with less than
   C correct
7  What is the distance between 35 and 50 on the number line?

\[ \text{Distance} = |50 - 35| = 15 \]

- A  15
- B  25
- C  85

8  Find distance between numbers on a number line

- A  subtraction error in ones place
- B  subtraction error in ones place
- C  correct
9  Mikaela counted by 1s on a number line. She started at 78 and counted up 15 numbers.

```
70 75 80 85 90 95 100
```

At what number should she have stopped?

- A  85
- B  93
- C  94

10  Add, subtract fluently two numbers through 99

- A  subtracted smaller face values from greater face values
- B  subtraction error in tens place
- C  correct

11  Subtract  

- A  38
- B  42
- C  48
12 Add, subtract fluently two numbers through 99
   A addition error in tens place
   B addition error in ones place
   C correct

13 Nadia had 230 jelly beans in her jar. Jamal had 560 jelly beans in his jar. Which is closest to the total number of jelly beans in the two jars?
   ☉ A 700
   ☉ B 800
   ☉ C 900
14  Estimate sum of two numbers with three digits
   A  rounded down by an extra 100
   B  truncated instead of rounded
   C  correct

15  Which of the following is closest to the result of 580 – 200?

   ⊗ A  400
   ⊗ B  600
   ⊗ C  800

16  Recognize, name and write halves, thirds and fourths
   A  non-shaded region (instead of shaded)
   B  ratio of non-shaded to shaded
   C  correct
17 What fractional part of the shape below is shaded?

\[ \begin{array}{cc}
\text{☐ A } & \frac{1}{4} \\
\text{☐ B } & \frac{1}{3} \\
\text{☐ C } & \frac{3}{4}
\end{array} \]

18 Recognize, name and write halves, thirds and fourths

A reciprocal  
B whole number  
C correct

19 Kyle’s bean plant is 21 inches tall. Julia’s bean plant is 13 inches tall. How many inches would Julia’s bean plant have to grow to be the same height as Kyle’s bean plant is now?

☐ A 8 inches  
☐ B 12 inches  
☐ C 34 inches
20 Compare, add, subtract lengths
   A less than values in range
   B correct
   C greater than values in range

21 Which of the following represents the greatest length?
   ☐ A 3 inches
   ☐ B 3 feet
   ☐ C 3 yards

22 Solve simple word problems in length & money
   A correct
   B addition error in dollars place
   C subtracted instead of added

23 Crystal’s jump rope is 72 inches long. Lark’s jump rope is 60 inches long. How much longer is Crystal’s jump rope than Lark’s?
   ☐ A 12 inches
   ☐ B 60 inches
   ☐ C 132 inches
24. Solve simple word problems in length & money

A. added different types of measurements

B. added different types of measurements

C. correct
PART 2

DIRECTIONS

You will now begin Part 2 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper.

You will have at least 50 minutes to finish Part 2 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may **NOT** use any other paper to do your work.

If you finish early, you may check your work for Part 2 **ONLY**.

Do **NOT** look at items in other parts of this test.
25 April made 59 cookies. She gave 30 of the cookies to her brothers and sisters. How many cookies did she have left then?

- A  29
- B  39
- C  89

26 Solve story problems with objects & pictures

- A  added instead of subtracting
- B  correct
- C  omitted one of the addends

27 Mark and Bailey each caught 1 fish.

- Mark’s fish was 48 inches long.
- Bailey’s fish was 22 inches longer than Mark’s fish.

Which number sentence can be used to determine the length in inches of Bailey’s fish?

- A  $12 + 10 = ?$
- B  $48 - 22 = ?$
- C  $48 + 22 = ?$
28  Represent multiplication using area and array models
   A  one incorrect factor in array
   B  correct
   C  represented addition

29  Which of the following is represented by the model below?

Σ  A  4 + 4
Σ  B  3 × 4
Σ  C  3 + 4

30  Represent multiplication using area and array models
   A  twice the number of required columns
   B  one extra column
   C  correct
31 Which appears to be the location of the point marked on the number line below?

\[ \begin{array}{cccccc}
& & & & & \\
0 & 1 & 2 & 3 & 4 & \\
\end{array} \]

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

32 Place 0 and halves on number line; relate to a ruler

- A subtracted one from correct value or started from correct whole number and subtracted one-half
- B correct
- C added one to correct value location
33 To what number does the arrow appear to be pointing?

![Diagram showing a scale with numbers 0 to 4 inches. The arrow points to 1.5 inches.]

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

34 Tell time using A.M. and P.M.

- A correct
- B reverses minute and hour hands
- C counts 5-minute intervals as one-minute intervals
35 Which clock appears to show a time of 4:50?

- A
- B
- C

36 Tell time using A.M. and P.M.

A  both hour minute hand incorrect
B  both hour minute hand incorrect
C  correct
37 Andy bought a ruler that cost eighty cents. Which of the following represents eighty cents?

- A $8.00
- B $0.80
- C $0.08

38 Read & write money using decimal notations

- A amount in cents
- B amount shown uses both dollar and cent signs
- C correct

39 Which of the following represents fifty cents?

- A $50.00
- B 50¢
- C $0.50¢

40 Classify familiar plane and solid objects

- A correct
- B described 2-D object
- C described 2-D object
41 Which shape has a curved surface?

- A sphere
- B prism
- C cube

42 Classify familiar plane and solid objects

- A shape with different characteristics
- B correct
- C shape with different characteristics
PART 3

DIRECTIONS

You will now begin Part 3 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper.

You will have at least 50 minutes to finish Part 3 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

If you finish early, you may check your work for Part 3 ONLY.

Do NOT look at items in other parts of this test.
43 Which of the following has the same value as $3 + 3 + 3 + 3$?

- A  $4 \times 3$
- B  $4 + 3$
- C  $3 \times 3$

44 Recognize multiplication as total number in a set of equal groups

- A  incorrect number of elements and groups
- B  correct
- C  incorrect number of elements and groups

45 Which of the following has the same value as $4 \times 4$?

- A  $4 + 4$
- B  $4 + 4 + 4$
- C  $4 + 4 + 4 + 4$

46 Use common unit fractions

- A  incorrect denominator
- B  correct
- C  ratio of numerator to denominator
47 Each section of the figure below is the same size.

What fractional part of the figure is shaded?

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

48 Use common unit fractions

- A model shown had different-sized sections
- B model shown had different-sized sections
- C correct

49 To the nearest centimeter, what is the length of the worm in the picture?

- A 4 centimeters
- B 5 centimeters
- C 6 centimeters
50 Measure lengths to nearest whole unit
   A measured with cm instead of inches
   B one inch too long
   C correct

51 What is the height of the flower to the nearest centimeter?

   ⊗ A 4 cm
   ⊗ B 5 cm
   ⊗ C 6 cm

52 Use the concept of duration of time
   A correct
   B added incorrect amount to time shown
   C added incorrect amount to time shown
53 Erika began eating dinner at 6:15. She finished eating at 6:40.

How long did it take Erika to eat dinner?

- **A** 35 minutes
- **B** 30 minutes
- **C** 25 minutes

54 Use the concept of duration of time

- **A** added incorrect amount of time
- **B** correct
- **C** Added incorrect amount of time
55 What is the perimeter of the shape below?

\[ \begin{array}{c}
\phantom{2} \ \ 6 \text{ cm} \\
\phantom{2} \ \ 2 \text{ cm} \\
\phantom{2} \ \ 6 \text{ cm} \\
\phantom{2} \ \ 2 \text{ cm} \\
\end{array} \]

\( \text{☐ } \ A \quad 8 \text{ cm} \)
\( \text{☐ } \ B \quad 14 \text{ cm} \)
\( \text{☐ } \ C \quad 16 \text{ cm} \)

56 Determine perimeters of rectangles & triangles

\( \text{A } \) correct
\( \text{B } \) added lengths of two sides of triangle
\( \text{C } \) length of one side of triangle
57 What is the perimeter of the rectangle below?

[Diagram of a rectangle with dimensions 6 units by 4 units]

- ☑ A 20 units
- ☑ B 22 units
- ☑ C 24 units

58 Identify, describe, compare 2-D & 3-D shapes

- A correct
- B incorrect 2-D shape
- C incorrect 2-D shape
59 Which appears to be a sphere?

A  

B  Soup

C

60 Identify, describe, compare 2-D & 3-D shapes

A  incorrect 3-D shape
B  incorrect 3-D shape
C  correct
61 Which shape appears to have only flat surfaces?

- A

- B

- C

62 Measure area using non-standard units

- A not enough units
- B not enough units
- C correct
63 What appears to be the temperature shown on the thermometer below?

![Thermometer Image]

- A 53°F
- B 56°F
- C 58°F

64 Decompose 100 into addition pairs, e.g., 99 + 1

- A under
- B correct
- C over
65 Jake had 6 vases. He bought 10 flowers to put in each vase.

How many flowers did he buy all together?

A 6
B 16
C 60

66 Solve problem such as 42 +___ = 57

A under
B correct
C over

67 Tate, Jerry, and Cindy are going to share 6 cupcakes equally. Which of the following represents the number of cupcakes each should receive?

A

B

C
68 Make pictographs using a scale representation

A scale not used
B correct
C scale factor

69 The graph below shows the number of cartons of milk sold in a lunchroom each day last week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of Cartons Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>![Diagram of 4 cartons]</td>
</tr>
<tr>
<td>Tuesday</td>
<td>![Diagram of 2 cartons]</td>
</tr>
<tr>
<td>Wednesday</td>
<td>![Diagram of 2 cartons]</td>
</tr>
<tr>
<td>Thursday</td>
<td>![Diagram of 4 cartons]</td>
</tr>
<tr>
<td>Friday</td>
<td>![Diagram of 1 carton]</td>
</tr>
</tbody>
</table>

Key: Each 🥛 represents 2 cartons sold.

What was the total number of cartons of milk sold on Monday?

A 4
B 6
C 8
70 Solve problems using info in pictographs
   A correct
   B misread question and scale not used
   C scale not used

71 Which of these shapes can be cut into 2 rectangles with no parts left over?
   ◦ A
   ◦ B
   ◦ C

72 Find, name points using simple coordinate systems
   A went west instead of east
   B correct
   C went north instead of east and west instead of south
73 How many of the shapes in the group below appear to be squares?

![Shapes](image)

- **A** 2
- **B** 3
- **C** 4

74 Add and subtract money in mixed units

- **A** correct
- **B** subtracted from ones place instead of tens place
- **C** added instead of subtracted
75 What is the area of the large rectangle pictured below?

![Diagram of a rectangle with dimensions 4 inches by 2 inches]

- A 4 square inches
- B 8 square inches
- C 12 square inches

76 Knows denominator, fraction value relationship

- A correct
- B the greater the denominator, the greater the unit fraction
- C the greater the denominator, the greater the unit fraction

77 Which has the same value as \(\frac{3}{3}\) ?

- A 1
- B 3
- C 6
78 Understand relationship of multiplication & division

A addition fact in multiplication fact family

B correct

C multiplication fact that doesn’t belong in family
## Scoring Key: Part 1

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
<th>GLCE</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>N.ME.02.02</td>
<td>Core-NC</td>
<td>Read and write numbers to 1000</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
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<td>Core-NC</td>
<td>Read and write numbers to 1000</td>
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<td>A</td>
<td>N.ME.02.02</td>
<td>Core-NC</td>
<td>Read and write numbers to 1000</td>
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<td>C</td>
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<td>Core-NC</td>
<td>Compare and order numbers to 1000</td>
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<td>Core-NC</td>
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<td>Core-NC</td>
<td>Compare and order numbers to 1000</td>
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<tr>
<td>7</td>
<td>A</td>
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<td>Core-NC</td>
<td>Find distance between numbers on a number line</td>
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<tr>
<td>8</td>
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<td>Core-NC</td>
<td>Find distance between numbers on a number line</td>
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<td>Find distance between numbers on a number line</td>
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<td>10</td>
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<td>Add fluently two numbers through 99</td>
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<td>Core-NC</td>
<td>Add fluently two numbers through 99</td>
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<td>Core-NC</td>
<td>Add fluently two numbers through 99</td>
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<tr>
<td>13</td>
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<td>Estimate sum of two numbers with three digits</td>
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<td>14</td>
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<td>Estimate sum of two numbers with three digits</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
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<td>Core-NC</td>
<td>Estimate sum of two numbers with three digits</td>
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<tr>
<td>16</td>
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<td>Core-NC</td>
<td>Recognize, name and write halves, thirds and fourths</td>
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<td>17</td>
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<td>Core-NC</td>
<td>Recognize, name and write halves, thirds and fourths</td>
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<tr>
<td>18</td>
<td>C</td>
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<td>Core-NC</td>
<td>Recognize, name and write halves, thirds and fourths</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>M.PS.02.02</td>
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<td>Compare, add, subtract lengths</td>
</tr>
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<td>20</td>
<td>B</td>
<td>M.PS.02.02</td>
<td>Core-NC</td>
<td>Compare, add, subtract lengths</td>
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<td>21</td>
<td>C</td>
<td>M.PS.02.02</td>
<td>Core-NC</td>
<td>Compare, add, subtract lengths</td>
</tr>
<tr>
<td>22</td>
<td>A</td>
<td>M.PS.02.10</td>
<td>Core-NC</td>
<td>Solve simple word problems in length &amp; money</td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>M.PS.02.10</td>
<td>Core-NC</td>
<td>Solve simple word problems in length &amp; money</td>
</tr>
<tr>
<td>24</td>
<td>C</td>
<td>M.PS.02.10</td>
<td>Core-NC</td>
<td>Solve simple word problems in length &amp; money</td>
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NC=Non Calculator
### Scoring Key: Part 2

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<tr>
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<th>Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>25</td>
<td>A</td>
<td>N.MR.02.09</td>
<td>Core</td>
<td>Solve story problems with objects &amp; pictures</td>
</tr>
<tr>
<td>26</td>
<td>B</td>
<td>N.MR.02.09</td>
<td>Core</td>
<td>Solve story problems with objects &amp; pictures</td>
</tr>
<tr>
<td>27</td>
<td>C</td>
<td>N.MR.02.09</td>
<td>Core</td>
<td>Solve story problems with objects &amp; pictures</td>
</tr>
<tr>
<td>28</td>
<td>B</td>
<td>N.MR.02.14</td>
<td>Core</td>
<td>Represent x using area and array models</td>
</tr>
<tr>
<td>29</td>
<td>B</td>
<td>N.MR.02.14</td>
<td>Core</td>
<td>Represent x using area and array models</td>
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<td>Core</td>
<td>Represent x using area and array models</td>
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<td>31</td>
<td>C</td>
<td>N.ME.02.20</td>
<td>Core</td>
<td>Place 0 and halves on number line; relate to a ruler</td>
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<tr>
<td>32</td>
<td>B</td>
<td>N.ME.02.20</td>
<td>Core</td>
<td>Place 0 and halves on number line; relate to a ruler</td>
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<tr>
<td>33</td>
<td>C</td>
<td>N.ME.02.20</td>
<td>Core</td>
<td>Place 0 and halves on number line; relate to a ruler</td>
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<tr>
<td>34</td>
<td>A</td>
<td>M.UN.02.05</td>
<td>Core</td>
<td>Tell time using A.M. and P.M.</td>
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<tr>
<td>35</td>
<td>A</td>
<td>M.UN.02.05</td>
<td>Core</td>
<td>Tell time using A.M. and P.M.</td>
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<tr>
<td>36</td>
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<td>M.UN.02.05</td>
<td>Core</td>
<td>Tell time using A.M. and P.M.</td>
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<td>37</td>
<td>B</td>
<td>M.UN.02.07</td>
<td>Core</td>
<td>Read &amp; write money using decimal notations</td>
</tr>
<tr>
<td>38</td>
<td>C</td>
<td>M.UN.02.07</td>
<td>Core</td>
<td>Read &amp; write money using decimal notations</td>
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<td>B</td>
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<td>Core</td>
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</tr>
<tr>
<td>40</td>
<td>A</td>
<td>G.SR.02.05</td>
<td>Core</td>
<td>Classify familiar plane and solid objects</td>
</tr>
<tr>
<td>41</td>
<td>A</td>
<td>G.SR.02.05</td>
<td>Core</td>
<td>Classify familiar plane and solid objects</td>
</tr>
<tr>
<td>42</td>
<td>B</td>
<td>G.SR.02.05</td>
<td>Core</td>
<td>Classify familiar plane and solid objects</td>
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### Scoring Key: Part 3

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
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<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>43</td>
<td>A</td>
<td>N.MR.02.13</td>
<td>Core</td>
<td>Recognize x as total number in a set of equal groups</td>
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<tr>
<td>44</td>
<td>B</td>
<td>N.MR.02.13</td>
<td>Core</td>
<td>Recognize x as total number in a set of equal groups</td>
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<tr>
<td>45</td>
<td>C</td>
<td>N.MR.02.13</td>
<td>Core</td>
<td>Recognize x as total number in a set of equal groups</td>
</tr>
<tr>
<td>46</td>
<td>B</td>
<td>N.ME.02.18</td>
<td>Core</td>
<td>Use common unit fractions</td>
</tr>
<tr>
<td>47</td>
<td>B</td>
<td>N.ME.02.18</td>
<td>Core</td>
<td>Use common unit fractions</td>
</tr>
<tr>
<td>48</td>
<td>C</td>
<td>N.ME.02.18</td>
<td>Core</td>
<td>Use common unit fractions</td>
</tr>
<tr>
<td>49</td>
<td>B</td>
<td>M.UN.02.01</td>
<td>Core</td>
<td>Measure lengths to nearest whole unit</td>
</tr>
<tr>
<td>50</td>
<td>C</td>
<td>M.UN.02.01</td>
<td>Core</td>
<td>Measure lengths to nearest whole unit</td>
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<tr>
<td>51</td>
<td>B</td>
<td>M.UN.02.01</td>
<td>Core</td>
<td>Measure lengths to nearest whole unit</td>
</tr>
<tr>
<td>52</td>
<td>A</td>
<td>M.UN.02.06</td>
<td>Core</td>
<td>Use the concept of duration of time</td>
</tr>
<tr>
<td>53</td>
<td>C</td>
<td>M.UN.02.06</td>
<td>Core</td>
<td>Use the concept of duration of time</td>
</tr>
<tr>
<td>54</td>
<td>B</td>
<td>M.UN.02.06</td>
<td>Core</td>
<td>Use the concept of duration of time</td>
</tr>
<tr>
<td>55</td>
<td>C</td>
<td>M.TE.02.11</td>
<td>Core</td>
<td>Determine perimeters of rectangles &amp; triangles</td>
</tr>
<tr>
<td>56</td>
<td>A</td>
<td>M.TE.02.11</td>
<td>Core</td>
<td>Determine perimeters of rectangles &amp; triangles</td>
</tr>
<tr>
<td>57</td>
<td>A</td>
<td>M.TE.02.11</td>
<td>Core</td>
<td>Determine perimeters of rectangles &amp; triangles</td>
</tr>
<tr>
<td>58</td>
<td>A</td>
<td>G.GS.02.01</td>
<td>Core</td>
<td>Identify, describe, compare 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>59</td>
<td>C</td>
<td>G.GS.02.01</td>
<td>Core</td>
<td>Identify, describe, compare 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>60</td>
<td>B</td>
<td>G.GS.02.01</td>
<td>Core</td>
<td>Identify, describe, compare 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>61</td>
<td>C</td>
<td>G.GS.02.04</td>
<td>ExtendedCore</td>
<td>Know curved/straight lines, curved/flat surfaces</td>
</tr>
<tr>
<td>62</td>
<td>C</td>
<td>M.UN.02.03</td>
<td>ExtendedCore</td>
<td>Measure area using non-standard units</td>
</tr>
<tr>
<td>63</td>
<td>B</td>
<td>M.UN.02.09</td>
<td>ExtendedCore</td>
<td>Read temperature in degrees Fahrenheit</td>
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<tr>
<td>64</td>
<td>B</td>
<td>N.FL.02.06</td>
<td>ExtendedCore</td>
<td>Decompose 100 into addition pairs, e.g., 99 + 1</td>
</tr>
<tr>
<td>65</td>
<td>C</td>
<td>N.ME.02.01</td>
<td>ExtendedCore</td>
<td>Count to 1000 by 1s, 10s, and 100s</td>
</tr>
<tr>
<td>66</td>
<td>B</td>
<td>N.MR.02.08</td>
<td>ExtendedCore</td>
<td>Solve problem such as 42 + _ = 57</td>
</tr>
<tr>
<td>67</td>
<td>A</td>
<td>N.MR.02.16</td>
<td>ExtendedCore</td>
<td>Given situation with groups of equal size, represent</td>
</tr>
<tr>
<td>68</td>
<td>B</td>
<td>D.RE.02.01</td>
<td>FutureCore</td>
<td>Make pictographs using a scale representation</td>
</tr>
<tr>
<td>69</td>
<td>C</td>
<td>D.RE.02.02</td>
<td>FutureCore</td>
<td>Read, interpret pictographs with scales of 2 or 3</td>
</tr>
<tr>
<td>70</td>
<td>A</td>
<td>D.RE.02.03</td>
<td>FutureCore</td>
<td>Solve problems using info in pictographs</td>
</tr>
<tr>
<td>71</td>
<td>A</td>
<td>G.GS.02.02</td>
<td>FutureCore</td>
<td>Putting together, taking apart 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>72</td>
<td>B</td>
<td>G.LO.02.07</td>
<td>FutureCore</td>
<td>Find, name points using simple coordinate systems</td>
</tr>
<tr>
<td>73</td>
<td>C</td>
<td>G.TR.02.06</td>
<td>FutureCore</td>
<td>Recognize transformed shapes</td>
</tr>
<tr>
<td>74</td>
<td>A</td>
<td>M.PS.02.08</td>
<td>FutureCore</td>
<td>Add and subtract money in mixed units</td>
</tr>
<tr>
<td>75</td>
<td>B</td>
<td>M.TE.02.04</td>
<td>FutureCore</td>
<td>Find the area of a rectangle using whole units</td>
</tr>
<tr>
<td>76</td>
<td>A</td>
<td>N.ME.02.21</td>
<td>FutureCore</td>
<td>Knows denominator, fraction value relationship</td>
</tr>
<tr>
<td>77</td>
<td>A</td>
<td>N.ME.02.22</td>
<td>FutureCore</td>
<td>Knows fraction equivalences of one</td>
</tr>
<tr>
<td>78</td>
<td>B</td>
<td>N.MR.02.15</td>
<td>FutureCore</td>
<td>Understand relationship of multiplication &amp; division</td>
</tr>
</tbody>
</table>