

**Third Grade Illinois Assessment Framework
Standard 6A – Representations and Ordering**

		Related Textbook pages	Related Additional Resources and Activities	Assessment Items
Read, Write, & Represent Numbers	Calculators Not Allowed			
	6.3.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.			
	6.3.02 Identify and write (in words and standard form) whole numbers up to 100,000.			
	6.3.03 Recognize a fraction represented with a pictorial model.			
	6.3.04 Represent multiplication as repeated addition.			
Order and Compare Numbers	6.3.05 Order and compare whole numbers up to 10,000 using symbols (>, <, or =) and words (e.g., greater (more) than, less than, equal to, between).			
	6.3.06 Order and compare decimals expressed using monetary units.			

Number Line	6.3.07 Identify and locate whole numbers and halves on a number line.			
Classification of Numbers	6.3.08 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).			

Standard 6B, 6C – Computation, Operations, Estimation, and Properties

Number Operations	6.3.09 Solve problems and number sentences involving addition and subtraction with regrouping.			
	6.3.10 Solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less, and make change.			
	6.3.11 Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$).			

Properties	6.3.12 Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$).			
	6.3.13 Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$) and the additive identity of zero (e.g., $3 + 0 = 3$).			
Estimation	6.3.14 Make estimates appropriate to a given situation with whole numbers.			

Standard 6D – Ratios, Proportions, and Percents –NA for 3rd grade

Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications

<p>Elapsed Time</p>	<p>7.3.01 Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).</p>			
<p>Measurement Tools</p>	<p>7.3.02 Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).</p>			
<p>Area, Perimeter, and Circumference</p>	<p>7.3.03 Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).</p>			
	<p>7.3.04 Solve problems involving the area of a figure when whole and half square units are shown within the figure.</p>			
<p>Estimation</p>	<p>7.3.05 Compare and estimate length (including perimeter), area, and weight/mass using referents.</p>			
<p>Volume & Surface Area</p>	<p>7.3.06 Determine the volume of a solid figure that shows cubic units.</p>			

Measurement Conversion	7.3.07 Solve problems involving simple unit conversions within the same measurement system for time and length.			
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Standard 8A – Representations, Patterns, and Expressions

Patterns	8.3.01 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).			
Write & Simplify Expressions	8.3.02 Write an expression to represent a given situation.			

Standard 8B – Connections Using Tables, Graphs, and Symbols – NA for 3rd grade

Standards 8C, 8D – Writing, Interpreting, and Solving Equations

Write Equations & Inequalities	8.3.03 Represent simple mathematical relationships with number sentences (equations and inequalities).			
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Solve Equations & Inequalities	8.3.04 Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \square = 5$, $6 - \square = 7$).			
	8.3.05 Solve word problems involving unknown quantities.			

Standard 9A – Properties of Single Figures and Coordinate Geometry

Properties of Simple Figures	9.3.01 Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.			
	9.3.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).			

Coordinate Geometry	<p>9.3.03 Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., ♥ is 2 units below ☼, point A is 3 units to the right of point B).</p>			
Symmetry	<p>9.3.04 Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.</p>			
Transformations	<p>9.3.05 Identify images resulting from flips (reflections), slides (translations), or turns (rotations).</p>			
Lines, Segments, Rays, & Angles	<p>9.3.06 Identify parallel lines.</p>			

Standard 9B – Relationships Between and Among Multiple Figures

Relationships Between Two- & Three Dimensional Objects	9.3.07 Identify the two–dimensional components of a three–dimensional object (e.g., a cube has square faces).			
	9.3.08 Identify a three–dimensional object from its net.			
Composing & Decomposing	9.3.09 Predict the result of putting shapes together (composing) and taking them apart (decomposing).			
Congruency & Similarity	9.3.10 Identify congruent and similar figures by visual inspection.			
Distance	9.3.11 Determine the distance between two points on the number line in whole numbers.			

Standard 9C – Justification of Concepts and Conclusions

This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.

Standard 9D – Trigonometry

This standard is not assessed on the state assessment until grade 11.

Standards 10A, 10B – Data Analysis and Statistics

<p>Read & Interpret Displays</p>	<p>10.3.01 Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.</p>			
<p>Complete & Create Displays</p>	<p>10.3.02 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.</p>			
<p>Statistics</p>	<p>10.3.03 Determine the mode, given a set of data or a graph.</p>			

Standard 10C – Probability

<p>Probability</p>	<p>10.3.04 Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.</p>			
<p>Outcomes & Counting Principles</p>	<p>10.3.05 Describe the chances associated with a context presented visually, including using the response format “3 out of 4.”</p>			