



Smarter Balanced Assessment Consortium

Claims, Targets, and Standard Alignment for Math

Interim Assessment Blocks



The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. Claims are broad statements that outline the outcomes achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards.

The following tables layout the claims and targets for each assessment claim. Each target may feature a standard or a variety of standards that make up the skill(s) of the target. Each target lists Depth of Knowledge level(s), item type(s) in which the target may be assessed as well as the Interim Assessment Block (IAB) that the target may be assessed in.

Item Types:

- MC – Multiple Choice, Single Correct Response
- MS – Multiple Choice, Multiple Correct Response
- EQ – Equation/Numeric
- MA – Matching Tables
- TI – Fill-in tables
- DD – Drag and Drop
- HS – Hot Spot
- G – Graphing
- GI – Graphing Interaction
- ST – Short Text

Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Major and Additional/Supporting Clusters:

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time they take to master, and/or their importance to future mathematics or the demands of college and career readiness. The following tables identify the additional and supporting work for the grade with shading. If no shading is included, all standards listed are part of the major work for the grade.



Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	A: Represent and solve problems involving multiplication and division.	Operations and Algebraic Thinking	1, 2	<p>3.OA.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.</p> <p>3.OA.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 $56 \div 8$.</p> <p>3.OA.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.</p> <p>3.OA.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 $8 \times ? = 48$, $5 = \underline{\hspace{2cm}} \div 3$, $6 \times 6 = ?$.</p>	EQ

Shaded standards denote additional and supporting clusters

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Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	B: Understand properties of multiplication and the relationship between multiplication and division.	Operations and Algebraic Thinking	1	3.OA.5: Apply properties of operations as strategies to multiply and divide. 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.)	MC, MA, EQ
				3.OA.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.	
	C: Multiply and divide within 100.	Operations and Algebraic Thinking	1	3.OA.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.	EQ, MA
	D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Operations and Algebraic Thinking	2	3.OA.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.	EQ, MC, TI
				3.OA.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.	

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Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	E: Use place value understanding and properties of operations to perform multi-digit arithmetic.	Number and Operations in Base Ten	1	3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.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.NBT.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.	EQ
	F: Develop understanding of fractions as numbers.			3.NF.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 $1/b$. 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.2a: 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. 3.NF.2b: 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.	

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Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	F: Develop understanding of fractions as numbers.	Number and Operations – Fractions	1, 2	<p>3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>3.NF.3b: 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.</p> <p>3.NF.3c: 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.</p> <p>3.NF.3d: 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.</p>	MC, MS, EQ, HS, DD, MA, G

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Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Measurement and Data	1, 2	3.MD.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. 3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.	MC, EQ
	H: Represent and interpret data			3.MD.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. 3.MD.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.	

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Claim	Target	IAB	DOK	Standards	Item Types
1: Concepts and Procedures	I: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Measurement and Data	1, 2	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>3.MD.5a: 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.</p> <p>3.MD.5b: 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.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>3.MD.7a: 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.</p> <p>3.MD.7b: 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</p> <p>3.MD.7c: 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.</p> <p>3.MD.7d: 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.</p>	EQ, MC

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1: Concepts and Procedures	I: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Measurement and Data	1, 2	3.OA.5 Apply properties of operations as strategies to multiply and divide. 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.)	EQ, MC
	3.G.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.				
	J: Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Measurement and Data	1	3.MD.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.	EQ
	K: Reason with shapes and their attributes.	No IAB	1, 2	3.G.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. 3.G.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.	MA, HS, DD, G, EQ

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2: Problem Solving	<p>A: Apply mathematics to solve well-posed problems in pure mathematics and rising in everyday life, society, and the workplace. (2, 3)</p> <p>B: Select and use appropriate tools strategically. (1, 2, 3)</p> <p>C: Interpret results in the context of a situation. (1, 2, 3)</p> <p>D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (1, 2, 3)</p>	<p>Operations and Algebraic Thinking</p> <p>Number and Operations – Fractions</p> <p>Measurement and Data</p> <p>Number and Operations in Base Ten</p> <p>Performance Task</p>	<p>3.OA.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.</p> <p>3.OA.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 $56 \div 8$.</p> <p>3.OA.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.</p> <p>3.OA.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 $8 \times ? = 48$, $5 = \underline{\hspace{2cm}} \div 3$, $6 \times 6 = ?$.</p> <p>3.OA.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.</p> <p>3.OA.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.</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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2: Problem Solving	<p>A: Apply mathematics to solve well-posed problems in pure mathematics and rising in everyday life, society, and the workplace. (2, 3)</p> <p>B: Select and use appropriate tools strategically. (1, 2, 3)</p> <p>C: Interpret results in the context of a situation. (1, 2, 3)</p> <p>D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (1, 2, 3)</p>	<p>Operations and Algebraic Thinking</p> <p>Number and Operations – Fractions</p> <p>Measurement and Data</p> <p>Number and Operations in Base Ten</p> <p>Performance Task</p>	<p>3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.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.</p> <p>3.NBT.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.</p> <p>3.MD.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.</p> <p>3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.</p> <p>3.MD.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.</p> <p>3.MD.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.</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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2: Problem Solving	<p>A: Apply mathematics to solve well-posed problems in pure mathematics and rising in everyday life, society, and the workplace. (2, 3)</p> <p>B: Select and use appropriate tools strategically. (1, 2, 3)</p> <p>C: Interpret results in the context of a situation. (1, 2, 3)</p> <p>D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (1, 2, 3)</p>	Operations and Algebraic Thinking Number and Operations – Fractions Measurement and Data Number and Operations in Base Ten Performance Task	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>3.MD.5a: 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.</p> <p>3.MD.5b: 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.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square in, square ft, and improvised units).</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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Item Types:

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Depth of Knowledge:

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Major and Additional/Supporting Clusters:

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time they take to master, and/or their importance to future mathematics or the demands of college and career readiness. The following tables identify the additional and supporting work for the grade with shading. If no shading is included, all standards listed are part of the major work for the grade.



Claim	Target/DOK	IAB	Standards	Item Types
2: Problem Solving	<p>A: Apply mathematics to solve well-posed problems in pure mathematics and rising in everyday life, society, and the workplace. (2, 3)</p> <p>B: Select and use appropriate tools strategically. (1, 2, 3)</p> <p>C: Interpret results in the context of a situation. (1, 2, 3)</p> <p>D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (1, 2, 3)</p>	Operations and Algebraic Thinking Number and Operations – Fractions Measurement and Data Number and Operations in Base Ten Performance Task	<p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>3.MD.7a: 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.</p> <p>3.MD.7b: 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.</p> <p>3.MD.7c: 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.</p> <p>3.MD.7d: 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.</p> <p>3.MD.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.</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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3: Communicating Reasoning	<p>A: Test propositions or conjectures with specific examples. (2, 3)</p> <p>B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. (2, 3, 4)</p> <p>C: State logical assumptions being used. (2, 3)</p> <p>D: Use the technique of breaking an argument into cases. (2, 3)</p> <p>E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (2, 3, 4)</p> <p>F: Base arguments on concrete references such as objects, drawings, diagrams, and actions. (2, 3)</p>	Operations and Algebraic Thinking Number and Operations – Fractions Measurement and Data Number and Operations in Base Ten Performance Task	<p>3.OA.5: Apply properties of operations as strategies to multiply and divide. 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.)</p> <p>3.OA.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.</p> <p>3.NF.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 $1/b$.</p> <p>3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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3: Communicating Reasoning	<p>A: Test propositions or conjectures with specific examples. (2, 3)</p> <p>B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. (2, 3, 4)</p> <p>C: State logical assumptions being used. (2, 3)</p> <p>D: Use the technique of breaking an argument into cases. (2, 3)</p> <p>E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (2, 3, 4)</p> <p>F: Base arguments on concrete references such as objects, drawings, diagrams, and actions. (2, 3)</p>	Operations and Algebraic Thinking Number and Operations – Fractions Measurement and Data Number and Operations in Base Ten Performance Task	<p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>3.MD.7a: 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.</p> <p>3.MD.7b: 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.</p> <p>3.MD.7c: 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.</p> <p>3.MD.7d: 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.</p>	MC, MS, EQ, DD, HS, GI, MA, TI ST (PT Only)

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Claim	Target/DOK	IAB	Standards	Item Types
4: Modeling and Data Analysis	<p>A: Apply mathematics to solve problems arising in everyday life, society, and the workplace. (2, 3)</p> <p>B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. (2, 3, 4)</p> <p>C: State logical assumptions being used. (1, 2, 3)</p> <p>D: Interpret results in the context of a situation. (2, 3)</p> <p>E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. (2, 3, 4)</p> <p>F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (1, 2, 3)</p> <p>G: Identify, analyze, and synthesize relevant external resources to pose or solve problems. (3, 4)</p>	<p>Operations and Algebraic Thinking</p> <p>Number and Operations – Fractions</p> <p>Measurement and Data</p> <p>Number and Operations in Base Ten</p> <p>Performance Task</p>	<p>3.OA.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.</p> <p>3.OA.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 $56 \div 8$.</p> <p>3.OA.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.</p> <p>3.OA.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 $8 \times ? = 48$, $5 = \underline{\hspace{2cm}} \div 3$, $6 \times 6 = ?$</p> <p>3.OA.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.</p> <p>3.OA.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.</p>	<p>MC, MS, EQ, DD, HS, GI, MA, TI</p> <p>ST (PT Only)</p>

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