



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Student Work Samples
2013**

Grade 3



Mathematics

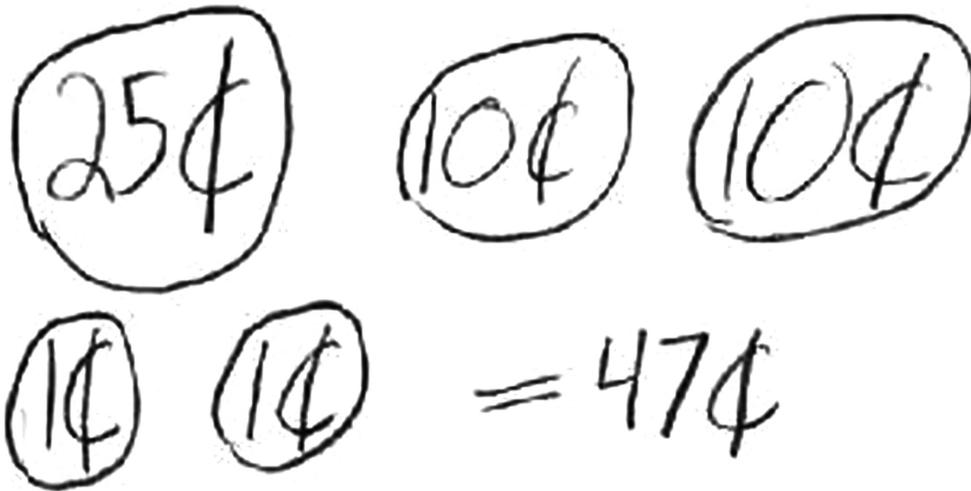
- 11 Tyrone will give **exactly** 47¢ to his friend. Show or name a set of coins that Tyrone could give to his friend.

4 dimes

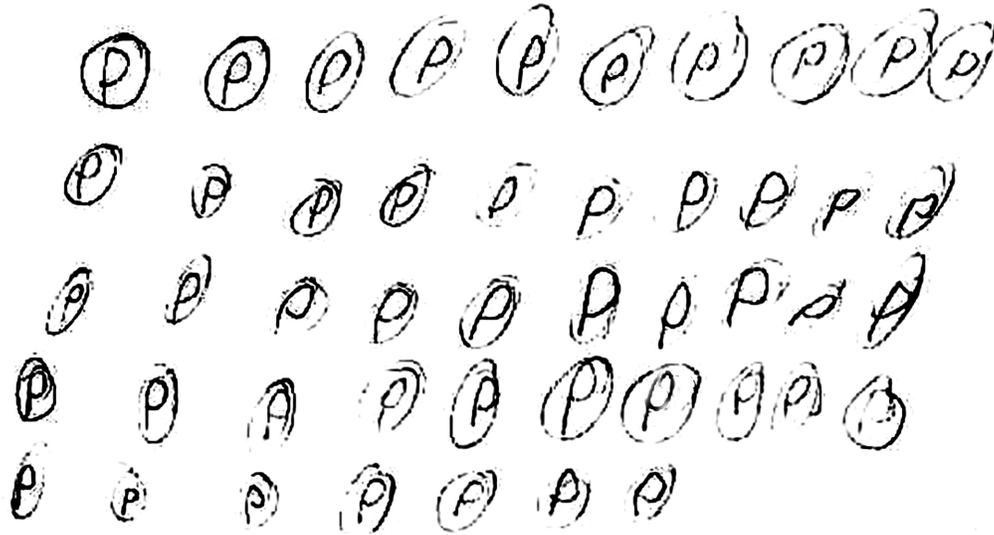
1 nickel

2 pennys

- 11 Tyrone will give **exactly** 47¢ to his friend. Show or name a set of coins that Tyrone could give to his friend.



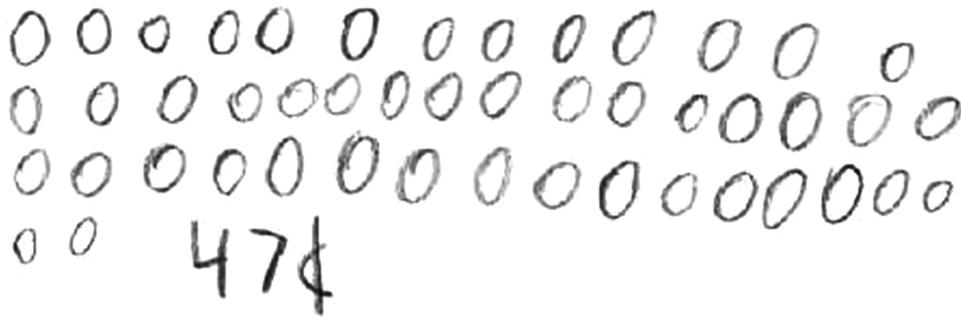
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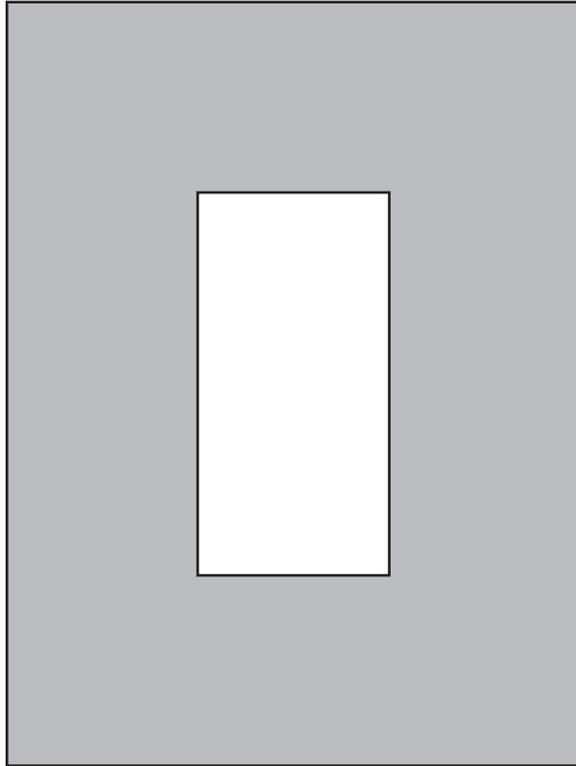
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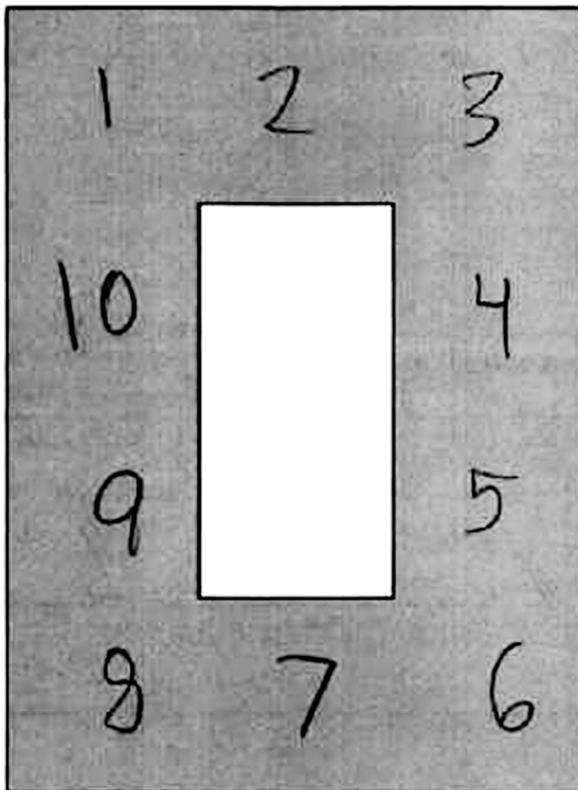
- 12 Use the square-inch tiles from your envelope to find the area of the shape shaded gray.



What is the area of the shape shaded gray? Write your answer on the line below.

10
_____ square inches

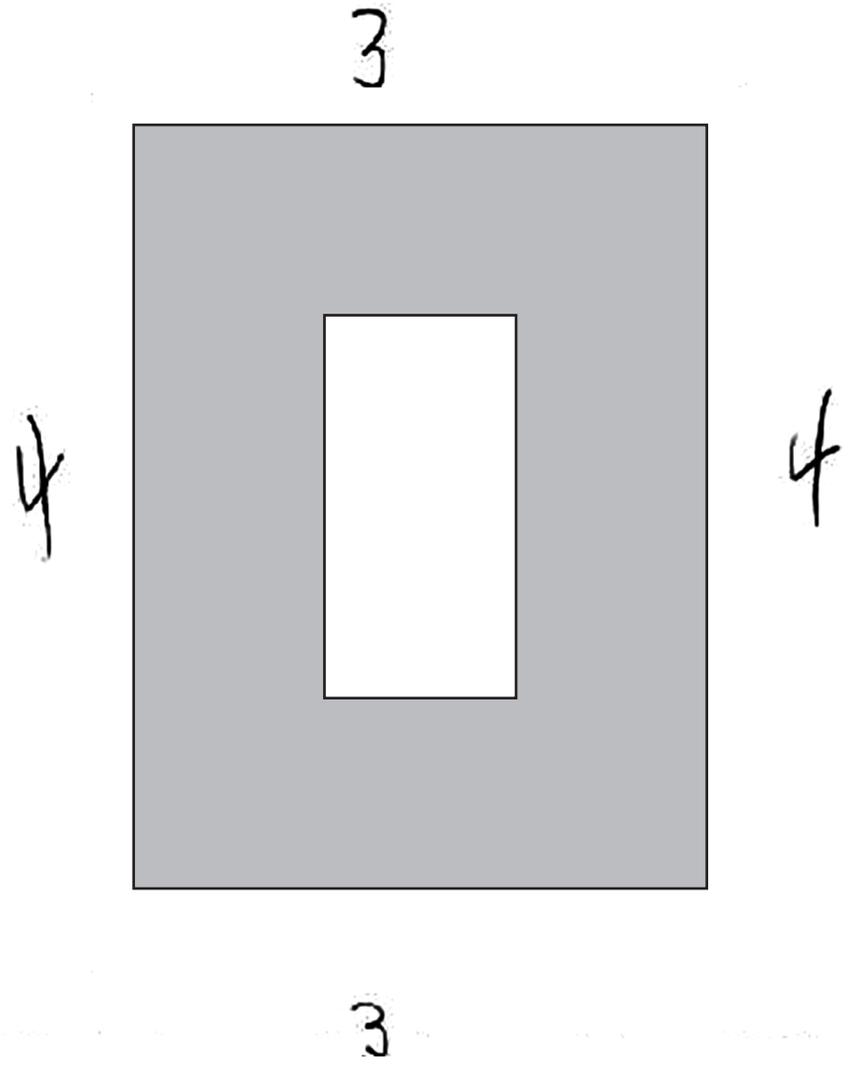
- 12 Use the square-inch tiles from your envelope to find the area of the shape shaded gray.



What is the area of the shape shaded gray? Write your answer on the line below.

10 square inches

12 Use the square-inch tiles from your envelope to find the area of the shape shaded gray.



What is the area of the shape shaded gray? Write your answer on the line below.

4343 square inches

- 13 This tally chart shows the number of students in three different classes.

Class	Number of Students
Mr. Harrison's	
Miss Kay's	
Mrs. Garcia's	

Rosa said, "I can use this tally chart to tell how many **boys** are in Miss Kay's class." Explain why Rosa's statement is correct or why Rosa's statement is incorrect.

Rosa's statement is incorrect because it doesn't tell which student are boys and which students are girls.

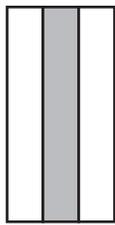
13 This tally chart shows the number of students in three different classes.

Class	Number of Students
Mr. Harrison's	
Miss Kay's	
Mrs. Garcia's	

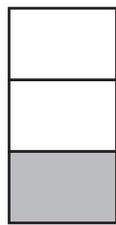
Rosa said, "I can use this tally chart to tell how many **boys** are in Miss Kay's class." Explain why Rosa's statement is correct or why Rosa's statement is incorrect.

I think they're more boys
because they're are so
many boys in the
world.

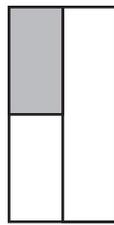
- 14 Four students shaded these shapes gray to show $\frac{1}{3}$ of a whole.



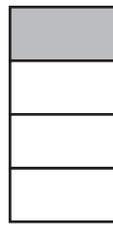
Eva



Zach



Ginny

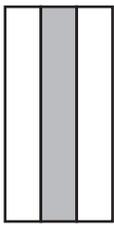


Walter

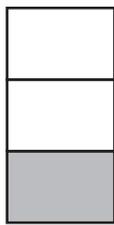
Which students showed $\frac{1}{3}$ correctly? Explain how you know.

Eva and Zach got it correctly because they made only three parts and they were all equal with only one part shaded.

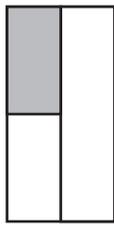
- 14 Four students shaded these shapes gray to show $\frac{1}{3}$ of a whole.



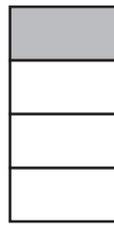
Eva



Zach



Ginny

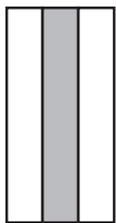


Walter

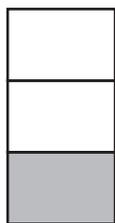
Which students showed $\frac{1}{3}$ correctly? Explain how you know.

Eva and Zach showed $\frac{1}{3}$ correctly.
I know that because 1. all parts are equal, 2. 1 part of the 3 parts are shaded.

- 14 Four students shaded these shapes gray to show $\frac{1}{3}$ of a whole.



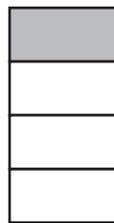
Eva



Zach



Ginny

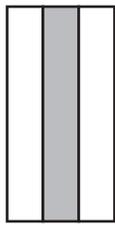


Walter

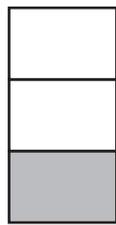
Which students showed $\frac{1}{3}$ correctly? Explain how you know.

eva and zach showed $\frac{1}{3}$
right because Ginny's
isint even, and walters
isint $\frac{1}{3}$, its $\frac{1}{4}$.

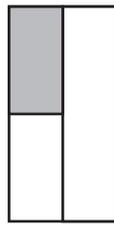
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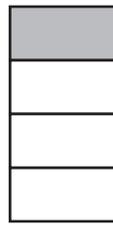
Eva



Zach



Ginny



Walter

Which students showed $\frac{1}{3}$ correctly? Explain how you know.

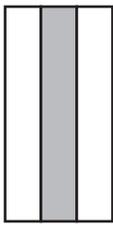
Eva Zach

I know because

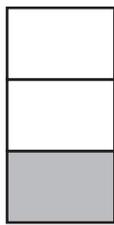
Eva and zach both have

3 and 1 is shaded in.

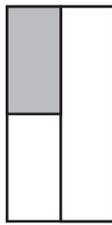
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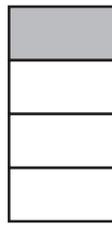
Eva



Zach



Ginny

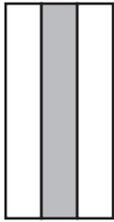


Walter

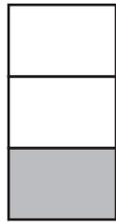
Which students showed $\frac{1}{3}$ correctly? Explain how you know.

Zach did three
equal peaces and
shaded one.

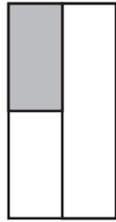
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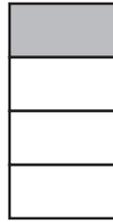
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Zach



Ginny

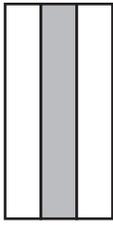


Walter

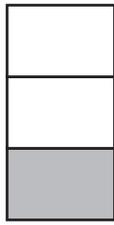
Which students showed $\frac{1}{3}$ correctly? Explain how you know.

Walter has $\frac{1}{3}$ how 1 is shaded and 3 is not.

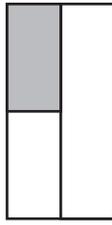
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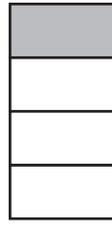
Eva



Zach



Ginny



Walter

Which students showed $\frac{1}{3}$ correctly? Explain how you know.

Eva, Zach, and Ginny had $\frac{1}{3}$ correctly because the each had three things and one was colored in.

15 Look at this number line.

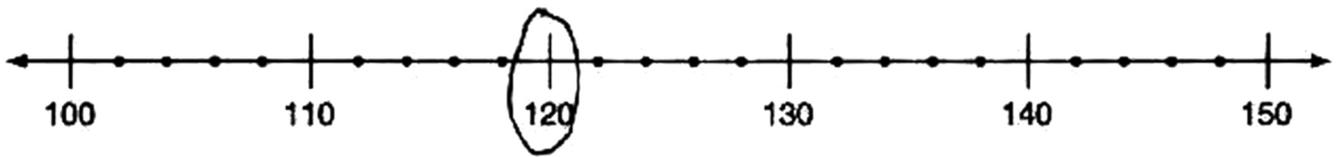


a. Circle the point on the number line that represents 10 more than 124.

b. What number is 100 less than the number you circled in part a?

34

15 Look at this number line.

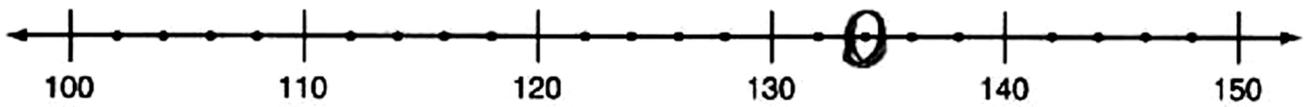


a. Circle the point on the number line that represents 10 more than 124.

b. What number is 100 less than the number you circled in part a?

20

15 Look at this number line.

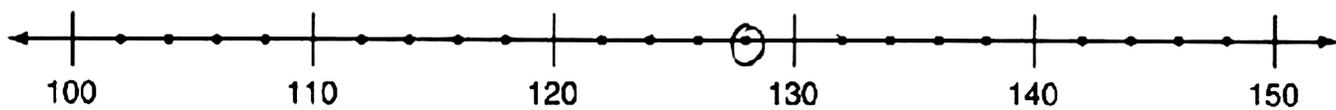


a. Circle the point on the number line that represents 10 more than 124.

b. What number is 100 less than the number you circled in part a?

94

15 Look at this number line.



a. Circle the point on the number line that represents 10 more than 124.

b. What number is 100 less than the number you circled in part a?

It's 100

16 Latoya made this number pattern. She covered some of the numbers with shapes.

14, , 22, 26, 30, 

a. What number did Latoya cover with ?

18

b. What number did Latoya cover with ?

34

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31