

ANSWER KEY End of Grade 3, Beginning of Grade 4

Q#	Answer	Strand (Sub)	PLO	Description
1.	D	Number	A-2	Base Ten Block
2.	C	Number	A-2	Base Ten Block
3.	B	Number	A-5	Place Value
4.	D	Number	A-3	Ordering
5.	A	Number	A-13	Fractions
6.	D	Number	A-13	Fractions
7.	C	Number	A-9	Operations (addition)
8.	B	Number	A-8	Estimation
9.	D	Number	A-9	Operations (subtraction)
10.	B	Number	A-11	Operations (multiplication)
11.	A	Number	A-12	Operations (division)
12.	A	Number	A-9	Money (Subtraction)
13.	A	Patterns & Relations (patterns)	B-1	Incr. pattern
14.	C	Patterns & Relations (variables & eq)	B-3	Value of a symbol
15.	B	Patterns & Relations (patterns)	B-2	Decr. Pattern
16.	C	Patterns & Relations (patterns)	B-1	Incr. pattern
17.	D	Shapes and Space (3D – 2D)	C-7	Polygons (# of sides)
18.	C	Shapes and Space (3D – 2D)	C-6	3-D Object (# of faces)
19.	A	Shapes and Space (3D – 2D)	C-6	Solid (# of faces)
20.	B	Shapes and Space (measurement)	C-3	Length
21.	B	Shapes and Space (measurement)	C-3	Height
22.	C	Shapes and Space (measurement)	C-5	Perimetre
23.	C	Shapes and Space (measurement)	C-1	Time
24.	D	Statistics and Probability	D-2	Bar Graph
25.	B	Statistics and Probability	D-1	Tallying

ANSWER KEY (Page 2)

Open-Ended Problems

26. Six combinations.

R	P	G
R	G	P
P	G	R
P	R	G
G	P	R
G	R	P

1	2	3	4
1 combo other than the one listed in the question	2 combos	3-4 combos	5-6 combos

27. He gave 30 cards to Susan.

1	2	3	4
- A start beyond copying that shows some understanding (ie. $80 + 20$)	- Successfully reached a sub-goal - (ie. $80-20$)	- Appropriate strategy applied but ignored a condition (ie. Evidence of a strategy to find half of 60 may be incorrect or not far enough	- Correct answer with appropriate strategy - Could have a copy or calculation error

Basic Math Computations

59 <i>A9</i>	23 <i>A9</i>	65 <i>A9</i>	65 <i>A9</i>
377 <i>A9</i>	24 <i>A9</i>	461 <i>A9</i>	0 <i>A11</i>
12 <i>A11</i>	25 <i>A11</i>	5 <i>A2</i>	6 <i>A12</i>
10 <i>A11</i>	6 <i>B3</i>	8 <i>B3</i>	69 <i>A9</i>

Numeracy Performance Standards, Grade 3 Prototype

Quick Scale: Numeracy Performance Standards (Grades 1-3)

Task: _____

Grade _____

Strand	Key concepts required by this task (see IRP p. 16)

	Not Yet Within Expectations	Meets Minimal Expectations	Fully Meets Expectations	Exceeds Expectations
Snapshot <i>Note: the snapshot can be used alone as a holistic scale for marking some assignments</i>	<i>Unable to complete tasks in a reasonable amount of time without one-to-one help. Cannot explain results.</i>	<i>Completes most parts of basic tasks, but without help, work and explanation are flawed and/or incomplete in important ways.</i>	<i>Completes all parts of basic tasks; reaches and explains the results. May have minor flaws.</i>	<i>Completes all parts of basic tasks, including explanations, appropriately, with confidence and ease. Flexible; often innovative.</i>
Concepts and Connections - recognizes/connects mathematics (see relevant to problems) [R] [V] [CN] - explains/demonstrates relevant concepts [R]	<ul style="list-style-type: none"> • Needs one-to-one support to recognize and connect mathematical concepts/procedures • Shows very limited understanding of relevant concepts; does not explain or demonstrate 	<ul style="list-style-type: none"> • In simple situations, recognizes/connects concepts/procedures with limited support • Shows partial understanding of relevant concepts; explanations/demonstrations may be vague and incomplete 	<ul style="list-style-type: none"> • In familiar situations, recognizes/connects concepts and procedures needed for all parts of the task(s) • Shows understanding of relevant concepts; explanations are logical and complete 	<ul style="list-style-type: none"> • In various contexts, recognizes/connects concepts/procedures needed for all parts of the task • Shows thorough understanding of relevant concepts/procedures; explanations/demonstrations are precise and show insight
Problem-solving and reasoning -selects and uses appropriate strategies (including visualization; technology) to analyze, solve and create problems [PS] [V] - uses estimation strategies [ME] - verifies and justifies that results are reasonable [R]	<ul style="list-style-type: none"> • Does not use appropriate strategies; needs extensive support • No evidence of estimation strategies (answers are often highly improbable) • Does not verify results or solutions without step-by-step help 	<ul style="list-style-type: none"> • Uses some appropriate strategies • Some evidence of estimation; somewhat effective (some answers reasonable) • Inconsistent in verifying results or solutions (may verify parts; often needs direction) 	<ul style="list-style-type: none"> • Uses appropriate strategies • Uses estimation strategies appropriately; most answers are reasonable • Verifies and justifies results or solutions (may be inefficient; imprecise) 	<ul style="list-style-type: none"> • Uses highly effective, and often innovative, strategies • Uses effective estimation strategies; answers are reasonable (relatively precise) • Verifies and justifies results or solutions with efficiency and precision
Procedures - accurate and precise in recording, substitutions, calculations, units, and symbols [C] - fluent; efficient in applying procedures including mental math [ME]	<ul style="list-style-type: none"> • Uses procedures with limited accuracy; major errors or omissions • Inefficient; struggles (e.g., false starts; repeats; little evidence of mental math strategies) 	<ul style="list-style-type: none"> • Uses some procedures accurately; some errors or omissions • Inconsistent; may be fluent with some procedures but inefficient or struggle with others 	<ul style="list-style-type: none"> • Uses procedures accurately with some minor errors or omissions • Uses most procedures and strategies fluently; self-corrects; may be inefficient with procedures in places 	<ul style="list-style-type: none"> • Uses procedures with accuracy and precision; very few if any minor errors/omissions • Uses procedures and mental math strategies with ease and efficiency; may find own 'shortcuts'
Representation and Communication - represents numbers required by grade level LOs concretely, pictorially, symbolically [C] [V] - communicates mathematically [C]	<ul style="list-style-type: none"> • Represents a limited range of numbers; does not use a variety of ways; frequent errors/omissions • Unable to explain or demonstrate how to complete the task 	<ul style="list-style-type: none"> • Represents most numbers required in some ways; noticeable errors/omissions • With prompting, partially explains/demonstrates how to complete task 	<ul style="list-style-type: none"> • Represents most numbers required in a variety of ways; some errors or inconsistencies • Explains/demonstrates how to complete task (some math'l language) 	<ul style="list-style-type: none"> • Represents numbers required in a variety of ways; very few/no errors • Clearly explains or demonstrates how to complete task; uses appropriate mathematical language

Used for major tasks, projects, or ongoing observations.